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ABSTRACT

This publication presents district administrators and staff with a model for developing and implementing a career/vocational equity program. Chapter 1 presents an overview of the model and suggests a program framework. Chapters 2 through 5 address the first four of five phases of the model. Chapter 2 provides background and information needed to build commitment for and give direction to the local vocational equity program. Chapter 3 explains the process for conducting an equity needs assessment in the local district. Chapter 4 addresses planning. Chapter 5 outlines the student competencies on which the model focuses as well as the school actions needed to fulfill the competencies. It offers seven major strategies to help the local planning team develop an effective vocational equity plan. Chapters 6 through 12 detail the seven strategies and their corresponding activities. Tips, cautions, and examples for each are given. The strategies are promotional, staff development, affirmative guidance, curricular, classroom/school environment, administrative, and parent/community involvement. Chapter 13 focuses on evaluation, the final phase of the model. Appendixes, amounting to over 100 pages, include support materials, sample forms, surveys, data collection charts, data tabulation worksheets, analysis guide sheets, and 31 references. (YLB)

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Wisconsin Model for Sex Equity

in Career and Vocational Education

Wisconsin Department of Public Instruction / Herbert J. Grover, State Superintendent

Wisconsin Model for Sex Equity in Career and Vocational Education

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Foreword

Education has many goals and objectives, among them to help make all young people aware of the opportunities and expectations that await them in the adult world. To ensure that all students become aware of these opportunities and expectations, schools need to provide students with unbiased education within an equitable environment. Limited opportunities and differential expectations created by sex bias and role stereotyping rob students of the freedom to choose and pursue an occupation that appeals to them and will allow them to support themselves and others. In addition, such bias and stereotyping produce counterproductive effects on the state's economy and quality of life.

Even though federal and state laws prohibit discrimination on the basis of sex, as well as a number of other characteristics, inequities still remain. The discrimination often is subtle and unintentional, rather than overt. However, the repercussions are still the same—the individual is shortchanged because of something over which he or she has no control.

Whether overt or subtle, intentional or unintentional, discrimination often can be overcome and remedied by providing students with the knowledge and understanding they need to survive and thrive in a changing world.

This is a skill that is needed with increasing urgency. The social and economic climate throughout the nation has changed greatly in the last 20 years. Roles, responsibilities, and expectations for both men and women are evolving at a rapid pace. Truly, many of us have encountered difficulty, frustration, and confusion in adjusting our expectations to accommodate these changes.

Young people increasingly feel the effects of these changes and search for ways to deal with them. Schools can help students adapt by providing an equitable learning environment. This climate would make all students equally aware of the career opportunities available to them and prepare them for the changing roles at home and in the workplace. However, school personnel often lack the information and skills they need to implement a program to create a truly equitable school environment.

This publication, *The Wisconsin Model for Sex Equity in Career and Vocational Education*, presents a model that provides school district administrators and staff with the direction they need to develop and implement a career/vocational equity program. The model focuses on student competencies and school actions necessary to achieve equity. It is flexible and designed to accommodate local needs and conditions.

All of us want to see our children live full, happy, productive lives; let us provide them with the opportunities, knowledge, understanding, and self-confidence to allow them to do just that.

Herbert J. Grover
State Superintendent

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Introduction

The *Wisconsin Model for Sex Equity in Career and Vocational Education* was designed to create a more planned, visible, and systematic approach to achieving sex equity in local schools. The original project goal in July 1985 was to develop new and more contemporary equity assessment tools to assist local schools to plan for and address equity in vocational education programs. To understand how the project grew into the development and implementation of a statewide model, it is helpful to know how the very young field of sex equity has evolved.

History

The quest for educational equity has been driven primarily by federal legislation and federal funding. Although many states have passed pupil nondiscrimination statues, few have provided funding for achieving equity throughout the entire educational system.

The goals, rationale, and methods that sex-equity specialists and other educators use have been developed and have *evolved* over the past 15 to 20 years. As understanding of the complexity and interconnectedness of equity issues grew, goals and methods to achieve equity became more sophisticated. (See Table 1, below.)

Table 1

Evolution of Equity Goals		
Period of Original Appearance	**Goals of Equity**	**Rationale for Equity**
Mid-1960s to mid-1970s	Equal opportunity, access, and treatment (eliminate discrimination)	Fairness
Mid-1970s and on	Move beyond equal access. Eliminate stereotyping, bias, and harassment (need for intervention, affirmative steps, and infusion of equity)	Changing social and economic conditions. Social costs of inequity.
Mid-1980s and on	Equal outcomes of educational programs (need to restructure schools and the curriculum, methods and support services that students need to succeed)	Educational excellence

Focus of Early Sex Equity Efforts

From the mid-1960s to the late 1970s, the two main ways to achieve sex equity were to comply with the letter of the civil rights laws and to conduct inservice workshops and conferences for teaching staff and school administrators. Occasionally, a program to serve specific groups of students—usually female—was used as a sex-equity strategy.

However, most activities were designed for educators. These equity activities were very short term in nature; most lasted only a few hours. The activities often focused on administrative procedures or encouraged educators to address sex-role stereotyping, bias, and discrimination in their schools. While these activities probably helped increase educators' awareness and sensitivity to sex-equity issues, such efforts failed to provide educators with the skills and knowledge they needed to bring about change.

The Carl D. Perkins Vocational Education Act, passed in 1984, provided a 3.5 percent set-aside within the basic state grant for sex-equity purposes. This resource represented the first multiyear appropriation for sex equity and allowed educators to think beyond initial goals and methods to achieve sex equity.

The Purpose of the Wisconsin Project

In 1985, after reviewing the literature and existing resources, the authors determined that no single resource provided a comprehensive set of tools, information, and procedures to allow local educators to establish a sex-equity program. However, such a resource was needed because of the lack of trained staff responsible for equity at the university, regional, and local district levels.

In addition, we recognized that even though achieving sex equity was a large task, very little money was available for equity activities. Thus, the authors decided it would be advantageous to make equity connections with other educational programs, activities, and issues.

Desired Outcomes for the Wisconsin Project

Several principles and desired outcomes guided the authors in developing the Wisconsin Model, including

- moving away from one-time, short-term activities toward a more planned, visible, systematic approach to sex equity;
- shifting away from equity needs assessment based on attitudinal surveys or knowledge of the civil rights laws by adults toward expanding the focus of equity awareness and knowledge to include students as well as educators;
- going from the negative approach of "what is wrong" and "what can't be done" toward a more positive approach of identifying specifically what is needed and desired and how equity can be achieved;
- moving away from the legal rationale for equity activities toward embracing a rationale for sex equity based on educational excellence contributing to the overall improvement of educational achievement;
- building commitment to and understanding for equity through assessment and analysis of *local* information and data rather than state or national data that may seem far removed from the particular school or district;

- clarifying a more sophisticated understanding of equity issues and methods by creating a distinction between the terms "strategy" and "activity" as well as between "beginning" and more "advanced" strategies and activities that are developmental in nature;
- shifting away from "paper compliance" with the laws and enrollment trend measures toward establishing more diverse or new measures of success to assess student and staff equity knowledge and skills; and
- providing analysis criteria or benchmarks to help local educators determine how their local school or district compares to research findings on male/female differences and to state and national data trends as well as to assist them in ascertaining and prioritizing their equity goals.

How Is the Wisconsin Model Unique?

The Wisconsin Model differs from other equity resources in several ways. The model

- is a comprehensive equity program designed to be used at the local level;
- provides educators with the tools and resources they need to implement a local sex-equity program;
- incorporates the use of student equity competencies and focuses on the achievement of equity by students as well as through school actions and personnel;
- allows comparison between student and staff survey data, which often reveals a difference in understanding between the two groups and, in turn, helps educators identify the equity knowledge and skills that need more attention;
- provides analysis guide sheets that establish benchmarks and standards to help local educators interpret assessment findings and information;
- organizes equity activities around seven major strategy areas and provides possible equity actions through advice, ideas, and examples; and
- has been pilot tested, and student and staff surveys have been reviewed and validated by the University of Wisconsin-Extension's Survey Research Laboratory.

Limitations of the Model

While the Wisconsin Model is innovative in its approach, it has a few limitations and shortcomings. For instance, the model fails to encompass all equity concerns, such as race or handicapping conditions. The authors knew that developing a model that addressed all equity areas would contribute greatly to educational equity. However, given the project's funding and the prodigious task of developing a model for comprehensive equity, they elected early in the project to focus on sex equity.

In addition, the model lacks a balanced K-12 focus. Even though portions of the model are applicable to the elementary grades, such as some student surveys, it concentrates on the middle/junior high and high school grades. However, while the model emphasizes career and vocational education, it includes other disciplines, especially those that serve as critical filters. Finally, the equity competencies presented in the model are not all-inclusive; educators should feel free to adapt or expand the competencies to fit their district's needs. The competencies have not been validated in any way nor have curriculum activities been developed to meet all the competencies.

Implementing the Wisconsin Model

To prepare for the task of implementing the Wisconsin Model in local school districts, the state Department of Public Instruction formed the Wisconsin Vocational Gender Equity Cadre, a leadership group of about 60 people from Wisconsin's 12 cooperative educational service agencies (CESAs) and several school districts. The cadre receives eight days of training and supportive meeting time each year.

As of September 1989, 90 of 429 Wisconsin school districts are participating in the Wisconsin Model's equity program. It is anticipated that annually for the next five years 20 to 25 new districts will adopt the program.

The Wisconsin Model for Sex Equity in Career and Vocational Education was designed to be used in school districts throughout the United States. Suggestions for improving the model and comments on how it is being used are encouraged and appreciated. Contact Barbara Bitters at the Wisconsin Department of Public Instruction, (608) 266-9609, or write to the DPI at P.O. Box 7841, Madison, WI 53707-7841.

Overview 1

The goal of vocational sex equity is to create a school environment that promotes educational equity and supports expanded choices for all. To date, nearly all efforts to create a sex-fair school environment have centered on staff development.

The Wisconsin Model for Sex Equity in Career and Vocational Education addresses staff development as well as six other major strategies, from affirmative guidance to parent and community involvement. By taking a synergistic approach, the model integrates equity efforts into an organized whole. Thus, equity becomes a common thread woven into the entire educational process.

One characteristic that makes the Wisconsin Model unique is the attention that it places on student competencies. This key element encompasses the entire program. The success of the program is determined by how well it serves the students.

In addition, the model's inherent flexibility enables school district personnel to tailor their equity program to accommodate local needs and conditions, and its design is organized to occur over time.

Phases of the Wisconsin Model

The Wisconsin Model for Sex Equity in Career and Vocational Education describes a logical, sequential process to help school district staff assess, plan for, and implement a sex-equity program. The model segments the process into five phases (see Figure 1), as follows:

Phase I: Building Commitment and Direction. This phase provides the basis for equity planning, rationale, and mission. It also explains how the Wisconsin Model can be used in the local school district. It is important to establish commitment and understand how the model will help the school plan for equity.

Phase II: Assessment. The assessment phase profiles equity in the local district by examining collected enrollment data and staffing information along with student and staff surveys designed to focus on sex equity knowledge and skills. Through analysis of the data, the equity planning team draws conclusions and develops needs statements that accommodate local needs and conditions. This is a critical step in building an effective program at the local level. The assessment phase establishes a baseline against which future progress and success can be measured.

Phase III: Planning. This phase uses the needs statements from the assessment to build the equity plan for the local district. After reviewing possible sex equity strategies, student competencies, and school actions, the planning team maps out a plan for change. Objectives, activities, and timelines then are built into the local sex equity plan.

Phase IV: Action. The action phase implements the local plan. Specific activities in the

plan are initiated and their progress is monitored. Management techniques and implementation tips are included to ensure a successful program.

Phase V: Evaluation. This phase examines the changes that have occurred. Enrollment changes and other results of sex equity efforts are monitored for a comprehensive evaluation. A variety of evaluation strategies are included for use throughout the process.

While some phases may appear to be more substantial than others, all are equally important. Each phase builds upon the preceding one to provide strength, continuity, and direction to the equity program and to increase equity awareness and understanding among administrators, teachers, support staff, and students.

Figure 1

Model for Achieving Sex Equity

Basic Steps to Developing a Plan

Collectively, the basic steps within these phases form a map of how the local equity program unfolds (see Figure 3 on page 6). Some steps may be carried out concurrently, such as gathering statistical information and conducting surveys. However, most depend upon the groundwork laid in previous steps.

This book also supplies informational graphics as well as reproducible copies of all the surveys, charts, analysis guide sheets, and planning forms needed to carry out the program. In addition, sample activities for each of the seven major strategies are provided.

How to Implement the Equity Program

Establishing an atmosphere of sex equity in the school curriculum and environment takes careful, deliberate planning. The best way to undertake this task is to convene an equity planning team that

- consists of members who are interested in equity and are willing to work toward an equitable school environment;
- is as representative as possible of the school district population; and
- includes individuals who have experience in program planning, research, survey procedures, and writing.

Consider composing the equity planning team of a mix of individuals.

- eight to ten people
- a balance of K-12 personnel
- a balance of female and male members
- a balance of representatives of the local district racial/ethnic groups
- representatives from community vocational and general education teachers
- representatives of administrators, counselors, and teachers

Depending on the local district policies and conditions, parents, students, school board members, and community members also could serve on the planning team.

The equity planning team assists in the needs assessment process and in the development and implementation of the local equity plan. Team members promote commitment to equity and establish a positive environment for school staff to address this program. The planning team also can serve as an important link to school staff in carrying out the program.

The coordinator of the district's sex equity program is responsible for facilitating and guiding the planning team through the program's five phases. The coordinator's duties also may include assisting in selecting equity work group members, serving as program liaison within the district, and taking responsibility for completing the program activities.

The coordinator might be the local vocational education coordinator (LVEC), director of curriculum, principal, assistant principal, or another staff member who has administrative-level responsibilities.

The size and number of equity planning teams can vary with the size of the school district. In a small school district, having one planning team would be the most efficient and effective method of developing and implementing the equity program. However, a larger district or a consortium of districts may need to form several planning teams led by a steering committee (see Figure 2, next page).

Responsibilities of the Local Equity Planning Team

1. Act as liaison to all district staff by
   - assisting staff by providing information about equity assessment and planning.
   - familiarizing staff with equity issues, concerns, and goals.
   - explaining to staff the steps in the needs assessment and planning process.

2. Assist with needs assessment by
   - helping distribute and collect the surveys.

- tabulating survey data.
- analyzing survey data using the analysis worksheets and guide sheets provided in the appendix.
- determining needs statements.

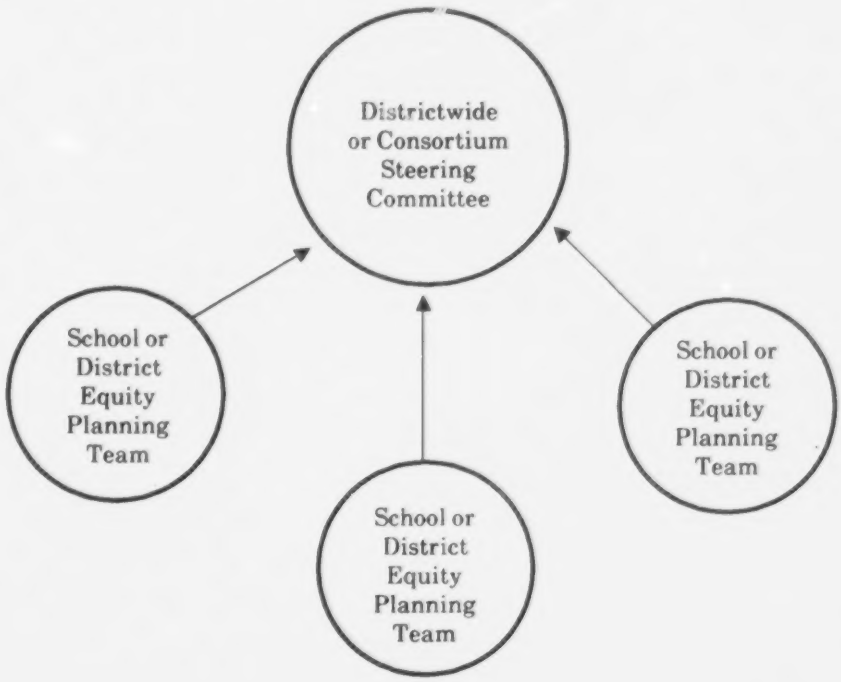
3. Develop and implement the local sex equity plan by
- determining program objectives based on the needs statements to develop the local equity plan.
- selecting appropriate strategies and activities, and establish a timeline for implementing the equity plan.

Charting a Course

The first order of business for the equity planning team is to develop a framework from which to depart. Table 2 provides a suggested framework with timelines that will help guide the team in developing a blueprint for its district. Note that Phases I through III are conducted the first year of the program, and phases IV and V are carried out the following years.

Figure 2

Equity Planning Team Organization for Large School Districts and Consortiums


Districtwide or Consortium Steering Committee
School or District Equity Planning Team
School or District Equity Planning Team
School or District Equity Planning Team

In a one-school district, a simple planning team would exist, with representatives from different grades or disciplines, and would not report to a steering committee.

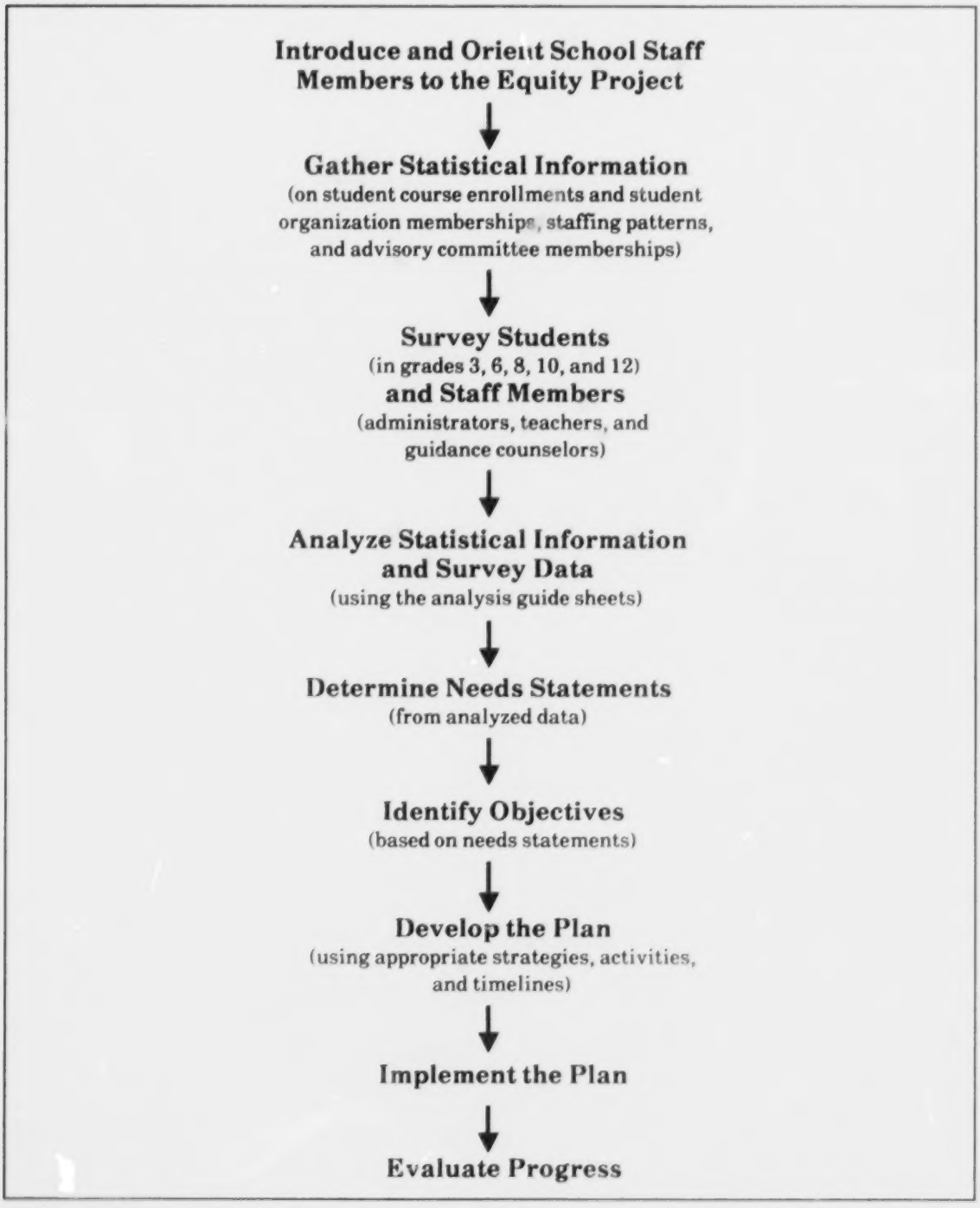
Table 2

Suggested Program Framework

Phase	Task	Time/Month
I: Building Commitment and Direction	Make a Commitment • Develop understanding of the program • Plan for involvement during the next school year • Obtain approval from appropriate groups (i.e., administration, school board, school district research committee) • Organize the Equity Planning Team • Select an Equity Planning Team leader (local vocational education coordinator, director of curriculum, or other management-level person) • Develop understanding of equity issues	January - August/September
II: Assessment	Plan the Assessment • Review the assessment instruments provided • Determine who will collect the assessment data and how it will be collected Conduct the Assessment • Collect enrollment and staffing pattern data • Conduct student and staff surveys • Process data • Analyze assessment information • Determine local needs using the analysis guide sheets	September September - November November November - January February
III: Planning	Build the Local Sex Equity Plan • Identify goals and select priority objectives, strategies, and activities • Review potential strategies and activities provided in this guide • Determine a realistic implementation time-line and appoint a responsible person or group	March - April
IV: Action	Implement the plan in your district based on identified goals and objectives; revise, modify, and expand plan as appropriate	Ongoing—specific to timeline developed in plan
V: Evaluation	Monitor the implementation of the plan and the planning process. • What has worked? • What changes can be identified? • What needs to be improved?	Ongoing—as program is implemented

Figure 3

Basic Steps in Building a Sex Equity Program


Introduce and Orient School Staff Members to the Equity Project
Gather Statistical Information
(on student course enrollments and student organization memberships, staffing patterns, and advisory committee memberships)
Survey Students
(in grades 3, 6, 8, 10, and 12)
and Staff Members
(administrators, teachers, and guidance counselors)
Analyze Statistical Information and Survey Data
(using the analysis guide sheets)
Determine Needs Statements
(from analyzed data)
Identify Objectives
(based on needs statements)
Develop the Plan
(using appropriate strategies, activities, and timelines)
Implement the Plan
Evaluate Progress

Phase I: Building Commitment and Direction

2

Success in any venture depends upon being committed to that task. And, channeling the efforts generated by that commitment relies on plotting a course of direction. Thus, commitment and direction go hand in hand. Without them, the project has little chance of fulfilling its goal.

Every undertaking faces the challenge of garnering support. Attaining vocational equity in the school environment is no exception. Therefore, demonstrating the need for the program, raising awareness of it, and providing information about it to those involved in it contributes to the program's success.

This section, Phase I of the Wisconsin Model, provides the background and information needed to build commitment for and give direction to the local vocational equity program.

Defining Sex Equity

Sex equity is freedom from favoritism based on gender. Achieving sex equity enables both women and men of all ethnic backgrounds to develop the skills they need in the home and in the paid labor force, and that suit the individual's "informed interests" and abilities. It also fosters mutual trust, as it allows people of both sexes the freedom to fulfill many roles.

Sex-equity actions are deliberate efforts to build partnership skills between men and women; enhance people's ability to work together productively; build stable and satisfying family relationships; expand career opportunities; and eliminate sex bias, sex-role stereotyping, and discrimination on the basis of sex.

Awareness of the need for sex equity has been heightened through changing economic and sociological patterns. Pressing economic and social needs, as well as the growing recognition of the negative impact bias has on both sexes, have spurred efforts to achieve equity for women and men. A conscious and well-coordinated program to achieve sex equity can build trust between the sexes and help meet the economic and social needs of individuals and society.

Promoting Sex Equity in Schools

Social and economic changes during the last 20 years have resulted in efforts to increase educational opportunity and eliminate discrimination. These changes require all educators to broaden their perception of the educational needs of male and female students of all races and abilities so that all students are prepared to survive and succeed in a society characterized by changing conditions and expectations.

Federal and state governments have created legislation to expand educational opportunities and to improve economic self-sufficiency for all people through changes in the educational system. Early equity efforts focused on removing overt barriers to equal access, treatment, and educational opportunity.

However, compliance with nondiscrimination laws and removal of overt barriers to all courses of study and occupations does not guarantee an environment of educational equity and expanded choices. Role stereotyping, bias, and lack of information about the impact of significant social and economic trends perpetuate old ways of thinking, feeling, behaving, and preparing for the future.

It is important to continually analyze the social and economic changes in the lives of women and men in our society. By acknowledging the conditions and striving to predict the future, educators will be able to anticipate to a great extent the needs of students who are now in school. Even though it is impossible to predict the future precisely, educators should do all they can to help students deal with planning for self-sufficiency and success in adult life.

Girls need to know that

- whether or not they marry or have children, they probably will be working for pay outside the home for most of their lives.
- they may be the sole support for themselves and their children or contribute significantly to the family's income.
- unless they prepare for paid work by selecting and obtaining the necessary education and training for an occupation that interests them, they are more likely than males to be limited to low-paying, uninteresting jobs that provide little opportunity for economic self-sufficiency or advancement.

Boys need to know that

- if they marry, they may not be the only person in the family who works for pay outside the home.
- they are likely to share responsibilities in the home for cooking, cleaning, developing and maintaining healthy relationships, and caring for children.
- sharing work inside and outside the home provides benefits for both males and females. Males have the opportunity to assume greater career risks and to work in areas that once were considered appropriate only for females.

All students need to know that

- many traditional ideals about work, leadership, and social roles are no longer realistic and are changing; both girls and boys can assume nearly any role if given adequate preparation and opportunity.
- girls and boys should investigate the range of opportunities available and should prepare for a wide variety of careers in a rapidly changing work world.
- it is their right to receive fair consideration and treatment in school and in employment.

Student outcomes to be addressed include

- helping students understand that both men and women work for pay in great numbers, for a long time, and out of economic necessity.
- assisting students in recognizing and neutralizing sex-role stereotyping and bias.
- encouraging students, especially girls, to explore a broader range of occupational choices, including nontraditional, technical, and new or emerging occupations.
- enhancing students', especially girls', perceptions of their own abilities, self-confidence, and financial independence.
- encouraging higher achievement, especially for girls, in critical filter areas, such as mathematics, science, and technology.
- helping students separate masculine and feminine identity from roles and skills that everyone will need.
- helping students develop trusting relationships which will support their future work and family partnerships.

Educators must be guided by evolving legal principles to implement equitable and nonsexist schools. Advocates of equity on the basis of sex, race, national origin, and handicap make similar efforts and should work to build linkages among the efforts as well as to facilitate collaborative action. The uniting goal of all equity efforts is to provide for the needs of all students.

To build commitment to equity, educators need to do the following:

- Help others move from the general to the specific. Many people are in favor of sex equity, but they need to know what concrete changes in behavior will promote it.
- Help others move from the individual to the systemic. Often, educators think that if they

make changes in their own classroom or school, sex equity will be achieved. Widespread change is not likely, however, unless changes are made in policies, curriculum guides, systemwide programs, and elsewhere. Change must be accomplished in the classroom, the school, the district, the community, the state, and in the nation.

Promoting sex equity in educational programs involves creating an environment that helps students free themselves of limiting sex-role expectations and prepares them for future family and work roles.

Shifts in the labor force and changing societal conditions affect educational programs. Several fact sheets in Appendix A illustrate these conditions. These provide the most recent data available. Updates can be obtained from the source cited.

The Goals of Sex Equity in Schools

- **To protect students' right** to an equal education free of discrimination on the basis of their sex. In Wisconsin, the Pupil Nondiscrimination statute, s. 118.13, Wisconsin Statutes, protects students on the basis of sex as well as many other classifications. PI 9, Wisconsin Administrative Code—the administrative rule for this statute—identifies bias, stereotyping, and pupil harassment as forms of discrimination. (Other states have their own nondiscrimination statutes, rules, and policies; consult your state's education agency for its legal requirements.) In addition, federal civil rights laws, such as Title IX, protect the students' right to equal educational opportunity and affect all public schools.
- **To help students** free themselves from limiting, rigid, sex-role stereotypes and sex bias.
- **To assist students'** exploration of and participation in a broader range of educational programs and activities leading to
  - — greater educational achievement;
  - — nontraditional, new, emerging, and technical occupations;
  - — higher wage/higher benefit occupations leading to economic self-sufficiency, especially for females; and
  - — more satisfying occupations.
- **To help students** understand, consider, and prepare for a future that is likely to be characterized by change, especially in male and female life roles, in relationships, and in careers.
- **To educate students** about personal and social problems caused by rapid social and economic changes or stereotyped socialization of males and females or that affect girls and women disproportionately.

Sex Equity Issues in Vocational Education

Historically, vocational education enrollments have been highly segregated by sex. Schools reinforced traditional sex-role stereotypes in course offerings, curriculum materials, and counseling and guidance programs. This served to reflect and perpetuate outdated, limited occupational and family roles for both females and males. In fact, prior to the mid-1970s, females were encouraged to prepare solely for the role of full-time homemaker or were led to believe they would work for only a few years in a low-paying, dead-end, "female" occupation. Verheyden-Hilliard (1975) wrote that girls in vocational education were being prepared for "Cinderellahood" rather than jobs.

The goals of vocational sex equity are aimed at changing the following conditions in vocational education.

Unequal Access to Quality Vocational Courses or Schools. Prior to Title IX of the Educational Amendments of 1975 and the Vocational Education Act (VEA) of 1976, both sexes were legally denied access to nontraditional courses and to some vocational schools. Many school districts had policies that required males and females to complete different vocational courses prior to graduation. Course titles such as "Bachelor Living" and "Powder Puff Mechanics" reinforced separation of the sexes in vocational education.

In addition, some vocational student organizations restricted membership to one sex. Thus students' access to quality vocational programs, work study, job placement, and cooperative and apprenticeship programs was limited and often stereotyped.

In 1974, almost 50 percent of all female students in vocational education were in consumer home economics, training for unpaid work in the

family. Another 29 percent were training for entry-level clerical occupations (Verheyden-Hilliard, 1975). Most male students concentrated on agriculture and industrial education.

Administrative and vocational education staffing patterns still reflect traditional sex distributions in instructional areas. Across the country, men hold the substantial majority of teaching positions in the program areas of agriculture, marketing, and technology. Women hold similar majorities in health occupations, home economics (wage-earning and consumer), and business education program areas. Men also hold most administrative positions. The lack of nontraditional educator role models acts as a barrier for students because it makes it difficult for them to see themselves succeeding in a nontraditional vocational career.

Sex-Biased Attitudes. Attitudes of many educators, students, parents, and employers reflect outdated and inaccurate information about labor force participation and a belief that there are "men's" and "women's" jobs. These attitudes limit students' aspirations and occupational choices. Frequently, traditional attitudes about the "proper" role and abilities of females and males contribute to a hostile learning environment for students who have made nontraditional vocational choices. More recently, sexual harassment of young women in vocational classrooms and labs nontraditional for their sex has been recognized as an important issue that needs to be addressed.

Such attitudes also discourage boys from pursuing programs in cosmetology, nursing, health, administrative support services, and other fields nontraditional for their sex. Assumptions usually are made about their financial aspirations, and questions about their masculinity often are raised.

Unequal Vocational Guidance and Counseling. Prior to Title IX and the VEA of 1976, practices, materials, and assessment tools used different scales to measure interests and aptitudes of females and males and reflected rigid sex-role stereotypes. Research done in the 1970s revealed that adolescent males were aware of a greater number of occupations and had higher occupational aspirations and expectations than adolescent females. Adolescent females were aware of a limited number of occupations and had lower aspirations and expectations of career achievements than adolescent males (Farris, 1978). Counselors may not have kept pace with the changing labor market or the changing roles of males and females, and few have actively incorporated this information into their counseling practices.

Lack of Support Services for Females. Lack of support services in the vocational education setting are greater barriers to female participation than to male participation. This is especially true for low-income women, women returning to school after many years, minority women, single parents, and women seeking nontraditional occupations. Support services needed include child care, transportation assistance, financial aid, medical assistance or insurance, flexible class scheduling, special counseling and guidance, remedial classes, role models, peer support groups, community mentors, prevocational assessment, and job development and placement services.

Unequal Opportunities in and Benefits from Vocational Education. Manifestations of sex bias in the teaching/learning environment create unequal educational opportunities most often for females. Even in coeducational classrooms, examples of sex bias persist in

- vocational texts and instructional materials which reflect, and even exaggerate, traditional, stereotyped roles and a "traditional" division of labor.
- curriculum geared to the interests and needs of only one sex.
- instructional practices that divide students into single sex groups.
- student evaluations that use different criteria for grading males and females.
- teacher expectations that differentiate, often unintentionally, between male and female students.
- unequal funding for equipment, labs, and student projects in female-intensive vocational programs.
- a higher ratio of students to teachers in female-intensive vocational programs.

Wisconsin school district follow-up studies of vocational education students indicate that differences in "pay off," or benefits, exist between male and female graduates. A wage gap develops one year after graduation and increases over time. Males appear to move up career ladders

more quickly, and male nontraditional workers seldom experience the same level of hazing, harassment, or constant demands to prove their competence as do their female counterparts.

Economic and Social Changes

The conditions and practices in vocational education just described pos a stark contrast to the changes relating to women's participation in the paid labor force from the 1960s to the present day. Testimony presented before education committees of the U.S. Congress from 1970 to 1984 emphasized the gap between preparation in vocational education and the reality females faced after graduation.

Inequality between male and female workers is reflected in and partially created by the sex segregation, bias, role stereotyping, and discrimination often present in vocational education. Even though work force and social changes are well established, few educators and counselors inform all students that these changes will affect their life and work plans.

Facts from the Women's Bureau of the U.S. Department of Labor on women in the work force and changing social conditions show that

- 67 percent of all women between the ages of 18 through 64 were in the work force in 1987. (Compared to 88 percent of all men ages 18 through 64.)
- in 1979-80, the average 16-year-old female could expect to spend 29.3 years of her life in the labor force. (Compared to 39.1 years for a 16-year-old male.)
- women comprised 44.8 percent of the entire civilian labor force in 1987.
- 72 percent of women workers hold full-time jobs; 28 percent work part time.
- occupational segregation on the basis of sex still exists. Women continue to make up large proportions of traditional "female" occupations, such as administrative support workers (80 percent female) and retail and personal services sales workers (69 percent female).
- most women work because of economic need. Two-thirds of all women in the work force in 1985 were either single (25 percent), divorced (12 percent), widowed (4 percent), separated (4 percent), or had husbands earning less than $15,000 annually (15 percent).
- married-couple families with the wife in the paid labor force increased from 40 percent in 1972 to 56 percent in March 1987.
- women made up 63 percent of all persons age 16 and over who had incomes below poverty level in 1986.
- the wage gap between men and women still exists; women are paid 65 cents for every dollar paid to men.
- 16.6 percent of all families were headed by a woman in 1987.

Enrollments in secondary vocational education programs in Wisconsin remain segregated by sex. (See Table 3.) Also, teaching, administrative, pupil services, and support staffs are occupationally segregated by sex. (See Tables 4 and 5).

Table 3

Percentages of Vocational Education Student Enrollment by Sex in Wisconsin

Subject Area	Occupational Preparation Course		Instructional Program	
	% Male	% Female	% Male	% Female
Agriculture Education	66	34	81	19
Business Education	36	64	15	85
Family and Consumer Education	25	75	N/A*	N/A*
Health Occupations	21	79	15	85
Home Economics—Wage-Earning Component	20	80	28	72
Marketing Education	42	58	40	60
Special Needs	59	41	N/A*	N/A*
Technology Education	89	11	93	7
State Average	53	47	55	45

**N/A = No data available.*
Source: Vocational Education Data System (VEDS), Wisconsin Department of Public Instruction, 1989.

Occupational Preparation Course refers to preparation courses either required or recommended for entry into an advanced instructional program.

Instructional Program refers to the advanced instructional program that includes occupational preparation for students according to their declared career objectives.

Table 4

Staffing Patterns of Wisconsin Public School Teachers in Career-Related Subject Areas

Subject Area	Total	Male		Female	
		Number	%	Number	%
Agriculture Education	297	263	89	34	11
Business Education	2,366	833	35	1,533	65
Computer Science	590	416	71	174	29
English	5,676	1,694	30	3,982	70
Family and Consumer Education	1,068	9	1	1,059	99
Health Occupations	7	2	29	5	71
Marketing Education	115	85	74	30	26
Mathematics	3,237	2,123	66	1,114	34
Science	3,773	3,115	83	658	17
Technology Education	1,741	1,730	99	11	1

Wisconsin Department of Public Instruction, Bureau for Education Information Services, April 1989.

Table 5

Staffing Patterns of Wisconsin Public School Administrators, Pupil Services Staff, and Support Staff

Positions/Titles	Total	Male		Female	
		Number	%	Number	%
School Administrators					
District Administrator	425	405	95	20	5
Principal	1,571	1,303	83	268	17
Assistant Principal	497	401	81	96	19
Director of Instruction	498	294	59	204	41
Local Vocational Education Coordinator	109	90	83	19	17
Pupil Services Staff					
Guidance Counselor	1,670	978	59	692	41
Nurse	137	1	1	136	99
School Psychologist	549	297	54	252	46
Support Staff					
Clerical	5,317	61	1	5,256	99
Janitorial	6,575	5,490	83	1,085	17
Food Services	4,028	83	2	3,945	98

Wisconsin Department of Public Instruction, Bureau for Education Information Services, April 1989.

Legislation Related to Sex Equity

During the past 20 years, legislation at both the federal and state levels has been enacted to protect students and employees in educational institutions from discrimination on the basis of sex. These laws have set forth standards and procedures for ensuring nondiscrimination and have established programs designed to achieve educational equity for both females and males. Although overt examples of sex discrimination, bias, and stereotyping are less prevalent than 20 years ago, they persist in subtle forms and continue to suppress the abilities and motivation of both girls and boys.

Federal Laws

Title IX

In 1972, Congress enacted Title IX of the Educational Amendments Act, which prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance. Title IX states: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ."

The Title IX regulations were issued after much delay on June 4, 1975. The regulations state that, with certain exceptions, the law bars sex discrimination in any academic, extracurricular, research, vocational, or other educational program (preschool to postgraduate) operated by an organization or agency which receives or benefits from federal aid.

The exceptions include U.S. military schools, although such schools began admitting women in 1976; religious schools; Girl Scouts and Boy Scouts; YMCA, YWCA, and other single-sex youth service organizations; social fraternities and sororities; Boys' State and Girls' State; and father-son and mother-daughter activities.

The regulations are divided into the following six categories:

- general provisions
- coverage, admissions, treatment of students, implications for recruitment, facilities, admissions, financial aid, student rules, counseling programs, housing rules, health care and insurance benefits
- scholarships and other recognition activities
- marital and parental status of students
- student employment, athletics, and other extracurricular activities
- course content, sexual harassment, single-sex courses, and school district provision of significant assistance to any organization, agency, or individual that discriminates on the basis of sex.

Title IX does *not* require or abridge the use of particular textbooks or curriculum materials.

By July 21, 1976, educational institutions were to comply with the following procedural requirements of Title IX. Educational institutions were to

- appoint a Title IX coordinator to monitor compliance and to handle grievances;
- adopt and publish a grievance procedure for prompt and equitable resolution of complaints;
- provide annual notice of the district's compliance with Title IX to students, parents, employees, job applicants, unions, and other professional associations;
- provide a public notice of compliance with Title IX in a local newspaper;
- conduct a self-evaluation to determine where the district's policies or practices might constitute sex discrimination and to set forth remedial steps to eliminate the effects of sex discrimination within a three-year period; and
- file an assurance of compliance with the U.S. Office for Civil Rights (OCR).

Office for Civil Rights Guidelines in Vocational Education

In 1979, the Department of Education issued the Office for Civil Rights Guidelines in Vocational Education. These regulations were the result of the *Adams* v. *Califano* case and, for the first time, required state educational agencies to establish a program to monitor local education agency compliance and to assist them in complying with Title IX (sex discrimination), Title VI (race discrimination), and Section 504 (handicap discrimination). In Wisconsin, this compliance program has helped many local school districts and vocational, technical, and adult education districts to achieve greater compliance with these federal civil rights laws.

In addition to Title IX and the OCR Guidelines, Congress has passed several programmatic laws designed to promote and achieve sex equity in education. These include the Title IV Sex Desegregation Technical Assistance Grants, available since 1978; the Women's Educational Equity Act of 1974; the Career Education Incentive Act of 1977; and the Carl D. Perkins Vocational Education Act of 1984.

Title IV Sex Desegregation Technical Assistance Grants

Title IV Sex Desegregation Technical Assistance Grants stem from the authority of Title IV of the Civil Rights Act of 1964. Four kinds of grants originally were authorized: state education agency grants, local education agency grants (no longer available), regional desegregation assistance centers, and desegregation institutes (no longer available). A separate application and funding process for sex desegregation assistance grants was made available for the first time in 1978. Prior to 1978, many grantees provided technical assistance on Title IX compliance under the auspices of equal educational opportunity programs funded to address the multiple desegregation issues of race, sex, and national origin. In 1987, the U.S. Department of Education returned to the comprehensive grant award covering all three desegregation issues.

Women's Educational Equity Act of 1974

The Women's Educational Equity Act (WEEA) of 1974 was enacted to promote educational equity for women through a program of discretionary grants and contracts. WEEA was reauthorized and substantially revised by the Education Amendments of 1978. The program has two main grant categories. Grants of general significance are designed to enable educational agencies to meet the requirements of Title IX. The second grant program has never been funded.

During the Reagan administration, WEEA funding was reduced from $8 million per year to $3.5 million per year. WEEA established program priorities for model projects under the grants of general significance. They include Title IX compliance, educational equity for racial and ethnic minority women and girls, educational equity for disabled women and girls, projects to influence leaders in educational policy and administration, and projects to eliminate persistent barriers to educational equity for women and girls. Many educational materials and models designed to achieve greater educational equity for girls and women, from preschool to graduate school and in educational employment, have been developed with WEEA grants. (These materials are available from the WEEA Publishing Center; call toll-free, (800) 225-3088 for a free catalog.)

Career Education Incentive Act of 1977

The main purpose of the Career Education Incentive Act of 1977 was to promote career education and infuse career concepts and connections in every educational program. One of the overall goals of the act was to eliminate sex-role stereotyping and bias from career education materials and programs. This program is no longer operating.

Carl D. Perkins Vocational Education Act of 1984

The Carl D. Perkins Vocational Education Act of 1984 and its predecessor, the Vocational Education Act (VEA) of 1976, represent the most comprehensive efforts to date to infuse sex equity into an educational program. The act requires positive action to end bias and stereotyping as well as to ensure nondiscrimination.

The provisions of the Vocational Education Act of 1976 required for the first time that each state hire at least one full-time staff person to coordinate and infuse sex equity throughout the vocational education system. The law required states to provide incentives to local districts to encourage nontraditional enrollments and to begin to establish programs for special target populations, such as displaced homemakers. The law also required that advisory councils have a fair representation of females, males, minorities, and the disabled.

The Carl D. Perkins Act retained and expanded upon key sex equity provisions of the VEA. States are required to assign one person full-time responsibility for fulfilling seven mandated functions. The act provides two set-asides within the basic state grant; one for Single Parents and Homemakers (8.5 percent of the basic

grant), the other for Young Women and Sex Equity Programs (3.5 percent of the basic grant). Local school or vocational districts apply annually for these funds to implement programs for vocational education students. The intended long-term outcome of these programs is greater economic self-sufficiency for girls and women and to eliminate sex-role stereotyping, bias, and discrimination in vocational education.

State Statutes Protecting Students

Although Wisconsin long has had statutes outlawing discrimination against pupils on the basis of race and religion, it did not prohibit sex discrimination in education until 1975. In 1977 state statutes were changed again to provide authority to the state superintendent of public instruction to promulgate rules to implement the pupil nondiscrimination statute. Milwaukee came under the provisions of the statute in 1983, at the same time that school districts were required to make program modifications and services available to pregnant students and school-age parents.

S. 118.13, Wisconsin Statutes, Pupil Nondiscrimination

In 1985, s. 118.13, Wisconsin Statutes, was repealed, and a new, more comprehensive statute took its place. The new statutory language protects pupils in public schools through twelfth grade on the basis of sex; race; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; or physical, mental, emotional, or learning disability. The 1985 revision also prohibited pupil discrimination in any curricular, extracurricular, pupil services, recreational, or other program or activity and required that the state superintendent promulgate administrative rules to this effect. It reiterates the provisions of federal pupil civil rights law, yet emphasizes local involvement in nondiscrimination policy development and self-evaluation.

The statute directs each public school district to file an annual status report with the state superintendent, who reports biennially to the legislature on statewide compliance. A significant aspect of the administrative rules was the inclusion of the prohibition of stereotyping, bias, and pupil harassment when they have a negative effect on the student's school experience.

The statute requires local schools to have comprehensive pupil nondiscrimination policies in admissions; standards and rules of behavior; disciplinary actions; acceptance and administration of gifts, bequests, and scholarships; instructional and library/media materials selection; testing, evaluation, and counseling methods, practices, and materials; facilities; athletic program activities; and school-sponsored food service programs.

School boards must provide an opportunity for public comment on these policies. Districts also must have a local complaint process, must designate an employee to receive complaints, and must provide annual notice to the public on nondiscrimination. In addition, districts must complete a self-evaluation once every five years to evaluate the status of nondiscrimination and equality of educational opportunity within the district. For more information, consult the Wisconsin Department of Public Instruction's publication *Pupil Nondiscrimination Guidelines*, Bulletin Number 0007.

Equity and Wisconsin Educational Standards

There are 20 standards for educational excellence in Wisconsin. Ten standards were enacted in 1973, the other ten in 1985. These standards fulfill a state constitutional requirement (Article X) that the legislature create school districts "as nearly uniform as possible." By establishing minimum expectations for every district's total education program, the standards are designed to provide equal access to opportunities to all children, regardless of where they reside.

While nondiscrimination and equity concerns can be related to each of the 20 standards, four of the standards provide numerous opportunities to achieve and advance educational equity. These four standards are:

- Standard (e), the Guidance and Counseling Services standard, which states that "each school board shall provide guidance and counseling services." The Wisconsin Developmental Guidance Model (WDGM) serves as a framework around which schools may develop their local counseling services plan. The model identifies

and focuses on guidance in three major developmental areas—learning, personal/social, and career/vocational. The WDGM is presented in the DPI publication *School Counseling Programs: A Resource and Planning Guide*. In addition, *Classroom Activities in Sex Equity for Developmental Guidance*, published by the DPI, provides activities organized around the WDGM's three major developmental areas.

- Standard (k), the Curriculum Plan standard, which states that "each school board shall develop a written, sequential curriculum plan . . . [which] shall specify objectives, course content, resources, and shall include a program evaluation method." The evaluation method that school boards develop for written curriculum plans can be much more than a paperwork exercise. It could provide educators the opportunity to evaluate the level of equity in their district's schools. The DPI publishes curriculum guides for most subject areas to help school administrators and staff develop, expand, or update their programs.
- Standard (m), the Education for Employment standard, which states that "each school board shall provide access to an education for employment plan that has been approved by the state superintendent." By ensuring equal access to and equal treatment in education for employment programs to all students, females have a chance to reach parity with males in their awareness of occupational opportunities and in their career expectations and aspirations.
- Standard (n), the Children At Risk standard, which states that "each school board shall develop a plan for children at risk under s. 118.153." Many young people (especially young women) are at risk of failing to graduate from high school, of making poor decisions that lead to dependency or victimization, or of not being aware of their options and opportunities for the future. Programs, plans, and activities implemented under this standard offer prevention and early intervention assistance to these young women. For example, one such program helps pregnant and parenting teens graduate from high school.

Federal Laws Protecting Employees

Employees of educational institutions are protected from employment discrimination under Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972, the Pregnancy Discrimination Act of 1978, and the EEOC Guidelines on Sexual Harassment of 1980; the Equal Pay Act of 1962 as amended; the Age Discrimination in Employment Act of 1967 as amended; and Title IX of the Education Amendments of 1972.

When Title IX was enacted, it contained employment-related protection for employees of educational institutions that were not yet covered by Title VII or state laws, especially in the area of pregnancy and marital or parental status. Prior to Title IX's passage, it was common practice to pay female teachers less than male teachers, because males were presumed to be the head of a household; to pay female coaches less than male coaches; and to require pregnant teachers to stop teaching upon learning of their pregnancy.

Title IX requires school districts to have a grievance procedure for employees to use if they have a complaint of discrimination. The legislation also requires the school district to inform employees and applicants for employment that it does not discriminate on the basis of sex.

Between 1979 and 1982, three separate federal district courts ruled that Title IX protected only students, not employees, from sex discrimination. During that period, the Office for Civil Rights did not accept or investigate complaints of employment discrimination under Title IX. In May 1982, the U.S. Supreme Court ruled in *North Haven Board of Education vs. Bell* to uphold the validity of Subpart E (Employment) of the Title IX regulations.

State Statutes Protecting Employees

Public school teachers specifically are protected from discrimination on the basis of sex under s.118.20, Wisconsin Statutes. This statute provides for appeal through the state superintendent. Teachers and all other school district employees, preschool through graduate school, also are protected under Wisconsin's Fair Employment Statute, ss. 111.31 through 111.395, Wisconsin Statutes. This statute prohibits the practice of unfair discrimination against properly qualified individuals by reason of their age, race, creed, color, handicap, marital status, sex, national origin, ancestry, sexual orientation, or arrest or conviction record.

Phase II: Assessment 3

Components of Sex Equity Assessment

This phase of the Wisconsin Model explains the process for conducting an equity needs assessment in the local district. The process has been carefully planned to provide a comprehensive picture of equity on which to base a local plan. The outcome of the assessment will answer the question "what is" as compared to "what ought to be." The end result of the assessment will provide a list of needs statements based on local data. A flowchart diagramming the assessment process appears in Figure 4, p. 21.

Three major types of information are collected for the assessment.

- Component A: Statistical information
- Component B: Student surveys for grades 3, 6, 8, 10, and 12
- Component C: Staff surveys for administrators, guidance counselors, and teachers

Additional school district sources that may provide input in the equity needs assessment include Title IX advisory reviews, Office for Civil Rights (OCR) review, Department of Public Instruction (DPI) Secondary Vocational Program Evaluation report, achievement test scores, Pupil Nondiscrimination Self-Evaluation, and previous equity efforts conducted by the district or school.

An assessment planning grid is included at the end of this section to help in the planning of the local assessment. Forms and surveys appear in Appendixes B, C, and D. Data collection charts appear in Appendix E.

Feedback from the Assessment

The data gathered from compiling the statistical information and conducting the surveys generate a great deal of feedback to help the equity planning committee determine the school's needs. The following list points out the feedback generated from particular aspects of the assessment process.

Component A. Student enrollment and membership information

- shows which courses, disciplines, and student organizations have enrollments or memberships composed of more than 75 percent of one sex.
- identifies male/female enrollment trends over time.
- records how male and female students select or are assigned different courses.
- provides a basis for comparison with enrollments elsewhere (i.e., in other districts or statewide).

School staff information

- illustrates male/female staffing patterns to reflect either an equitable or inequitable balance.

Advisory committee information
- describes the male/female composition of advisory committees.

Component B. Student career surveys
- measure career and vocational sex equity knowledge and perceptions in four areas: school, work, family, and self-awareness.
- show differences between similarities in male and female responses.
- provide for comparison within a grade and between grades.

Component C. Staff surveys
- describe current efforts to address equity.
- describe equity actions that school staff have undertaken.

Components B and C. Scoring the surveys
- creates a districtwide description of the equity efforts that have been tried and their results.
- conceptualizes equity and how it can be planned and implemented.
- compares staff action with student perceptions.
- describes forces that work for and against the achievement of sex equity.
- determines the information needs of various groups.

Logging scores into tables
- provides method for concretely examining student and staff responses.
- examines responses for each item.
- shows trends in the four areas addressed in the student surveys.
- illustrates trends between and across grades.

Conducting the Assessment

Component A: Statistical Information

The statistical information collected in this component is perhaps the most concrete evidence of sex equity that can be identified. Examine male/female student participation in three categories: by course, by discipline, and by student organization membership. Some key questions to examine include: How many males? How many females? What do the enrollment patterns indicate? Have the patterns changed over time, and if so, how have they changed?

The data collection charts in Appendix E summarize enrollments over the past five years. If no data exist for that period of time, use what is available. If the district has not collected this kind of enrollment data before, begin with the current year's enrollments as the base year and plan to collect it in the future.

Locating Enrollment Data

Some schools collect course enrollments by male/female. If so, either use the data in the district's format or complete charts 1 and 2 in Appendix E. If the male/female enrollment data are not available, check the following sources.

Student Data Sources

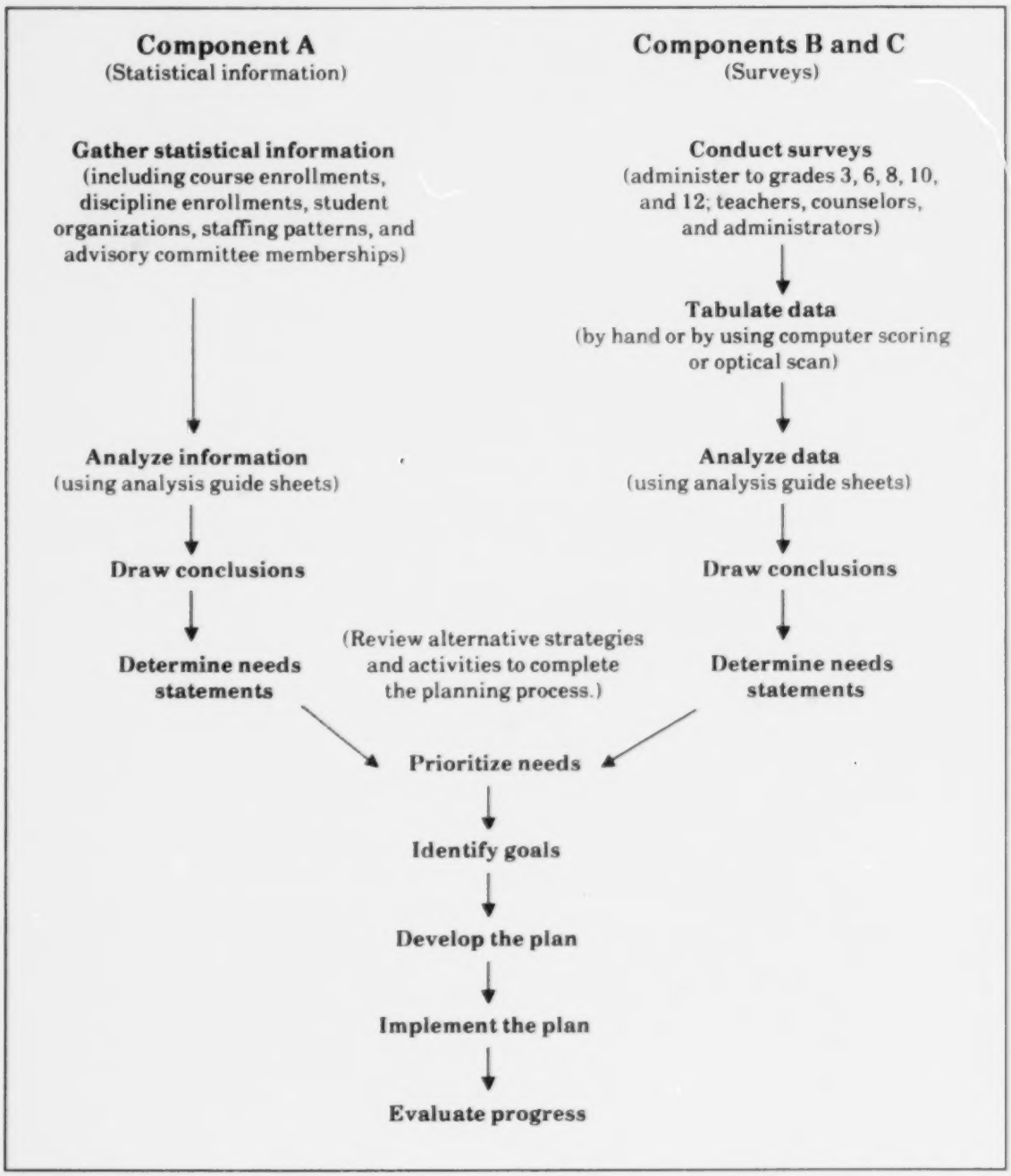
- Vocational Education Data System (VEDS) data (available for vocational programs only) in districts participating in federal funding for vocational education
- DPI Secondary Vocational Program Evaluation data in districts participating in federal funding for vocational education
- DPI three-year curriculum study data. Male/female enrollments are completed by every Wisconsin school district every three years. Data are available for 1978-79, 1981-82, 1984-85, and 1988-89. Check with your district office for a copy or contact the Center for Educational Statistics, (608) 266-1746.

Staff Data Sources

- DPI Support Staff Report, Form No. 1289; filed annually.
- DPI Professional Staff Report, Form No. 1202; filed annually.

Figure 4

Assessment Process Flowchart


Component A
(Statistical information)
Components B and C
(Surveys)
Gather statistical information
(including course enrollments, discipline enrollments, student organizations, staffing patterns, and advisory committee memberships)
Conduct surveys
(administer to grades 3, 6, 8, 10, and 12; teachers, counselors, and administrators)
Tabulate data
(by hand or by using computer scoring or optical scan)
Analyze information
(using analysis guide sheets)
Analyze data
(using analysis guide sheets)
Draw conclusions
Draw conclusions
Determine needs statements
(Review alternative strategies and activities to complete the planning process.)
Determine needs statements
Prioritize needs
Identify goals
Develop the plan
Implement the plan
Evaluate progress

Explanation of the Data Collection Charts

The six charts presented in Appendix E provide a format to organize the statistical information.

Chart 1: Student Enrollment by Course. List each course taught in vocational and critical filter areas. Critical filter courses refer to those that have an important influence on students' career preparation and include computer science, English, mathematics, and science. Include other areas as desired.

List the total number of students for each course. Then give the number and percent of males and females. Use the first column as the base year (BY). Then move to the right with the previous year information (BY-1). Continue recording the data for the past five years. If you do not have data for the past five years, use the data that are available. If nothing is available, use this year's enrollments as the base year and begin to collect this information. This data by course will provide a concrete part of the sex equity picture in your district.

Chart 2: Student Enrollment by Discipline. Record the totals from the course enrollments from Chart 1 onto Chart 2. List the total number enrolled for each discipline area, then number and percent of males and females. Note that this will be a duplicated count but will provide a comparison between the disciplines for male/female enrollment patterns over a period of time.

Chart 3: Student Organization Membership. List student organizations in your school, including vocational student organizations, organizations that relate to the critical filter courses (mathematics, science, computer science, and English organizations) and any others. This information will provide a look at male/female membership patterns over time.

Chart 4: Staffing Pattern Data by School. On this chart, collect the school level staffing data by male/female for teachers, administrators, and support staff. As you record this data over a period of time, it will identify how positions are staffed according to gender. Fill in total number, then number and percent for males and females.

Chart 5: Staffing Pattern Data by District. Staffing patterns at the district level are examined for number and percent of males/ females by job title. List all job titles that are appropriate to each category listed on the chart.

Chart 6: Advisory Committee Membership. Advisory committees are an important part of education for employment and career and vocational education. They provide for local input by those knowledgeable and working in a specific area. Complete Chart 6 by filling in either section A, for an overall vocational advisory committee, or B, for an advisory committee formed in each vocational area. List other advisory or local/community/ school partnership committees as you feel appropriate.

Analyze the Information

After you collect the information, you are ready to analyze what it means for sex equity in your district using the analysis guide sheets provided in Appendix H. The questions in the guide sheets will help you determine your local needs. There are three analysis guide sheets for Component A.

Analysis Guide Sheet #1: analyzes information from Charts 1, 2, and 3
Analysis Guide Sheet #2: analyzes information from Charts 4 and 5
Analysis Guide Sheet #3: analyzes information from Chart 6

Draw Conclusions

After analyzing the information, draw tentative conclusions.

Determine Needs Statements

Determine needs statements based on the conclusions drawn from the analyses.

The entire equity planning team should develop a sense of what the enrollment/staffing pattern and advisory committee data is for the local district. Look at the data. What do they indicate? Are there clear patterns? Are there any problem areas? What good news is indicated by these patterns? Other sources may provide supplementary information.

- Title IX Advisory Review
- Office for Civil Rights Review
- DPI Secondary Vocational Program Evaluation (SVPE) report
- School Evaluation Consortium (SEC) report
- district reports related to educational improvement

Component B: Student Career Surveys

The five student career surveys provided with the Wisconsin Model measure students' knowledge and skills related to equity. Their responses reflect the students' perceptions in four areas—school, work, family, and self-awareness. Each survey is geared to a particular grade level, i.e., grades 3, 6, 8, 10, and 12. The surveys may be given to students in adjacent grades, depending on the students' reading and comprehension level. For example, the third-grade surveys also could be given to second-graders or fourth-graders. Reproducible copies of each survey can be found in Appendix C.

Pilot tests of the model indicated that the surveys provide useful information on students' perceptions of education for employment programs, career and vocational education, and educational equity in general.

Survey Sample Size

The number of students surveyed often depends on the school's budget and available time. While it is usually not necessary to survey the entire student population, keep in mind that the smaller a sample becomes, the less accurately it reflects the entire population. (See Table 6 for instructions on establishing a sample size.)

Preparing to Survey Students

A school district may have a local research committee that could be involved with the student surveys. Check with your local district as to the policies and procedures that may exist.

As with any survey, the students' right to privacy needs to be protected. The Hatch Amendment, which is part of the federal General Education Provisions Act, is designed to protect students from intrusions. When administering student surveys, consider the following criteria to ensure that student rights are protected under the Hatch Amendment.

- Make the surveys available for parents to review before they are administered to students.
- Include on the surveys the voluntary compliance statement developed by the DPI's legal staff. Those who administer the test need to make students aware that completion of the survey is voluntary.
- Avoid using a student's name or any identifying number on the completed survey.
- Consider obtaining parental permission before administering the survey; however, it is not required. Be sensitive to local needs in determining what is appropriate.

For a copy of the entire amendment, consult your school attorney.

Identify who will administer the student surveys and the deadline for completion. A planning grid is provided at the end of this section (Example 2). If those administering the student surveys are not a part of the equity planning team, provide them with an overview of the project. Include a discussion of why the surveys are being given and the importance of student input to the assessment process. Explain that the information will be used to develop a local sex equity plan.

Sample directions are provided in Appendix C. You may choose to use these, modify them, or develop your own.

Component C: Staff Surveys

There are three surveys for school staff— one each for administrators, teachers, and guidance counselors. The surveys are designed to identify what is being done as well as what can be done to promote equity.

As with the student surveys, consider the school's resources and local situation. If the number of administrators and counselors is relatively small, try to include them all. Otherwise, select a reasonable sample size. (See Table 6, page 26). For the teaching staff, include vocational staff as well as secondary-level teachers from critical filter areas (mathematics, science, computer science, and English) and elementary-school teachers.

Tabulating Student and Staff Survey Data

Several scoring alternatives have been developed for school districts to use based on the district's circumstances. Criteria that should be considered when selecting the appropriate data processing system include the number of surveys to tabulate, the available resources, surveying experience, and equipment available for data processing.

The suggested scoring alternatives for processing student and staff surveys are

- hand scoring;
- computer scoring: outside-the-district;
- computer spreadsheets; and
- optical scanning.

Hand Scoring

This method allows districts to score surveys without any equipment. Responses for each item are entered as provided on the hand-scoring grid. (See Example 1.) This method would be best used with a small sample size since it is quite time consuming and labor intensive.

To begin the hand-scoring process, sort the surveys by group (i.e., all third-grade surveys together, all guidance counselor surveys together, and so on). Then, separate the surveys by male and female for each group. Disregard any surveys that fail to indicate whether they were completed by a male or female.

Under "Item" on the hand-scoring grid, write the statement to which the students or staff members responded. After entering the item, record the responses in the appropriate columns. Example 1 below illustrates a completed grid. A reproducible page of blank grids is provided in Appendix B.

Computer Scoring: Outside the District

Completed student surveys may be machine scored. This service is available through the Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, 218 Applied Arts Building, Menomonie, WI 54751; (715) 232-1382.

If the center processes the surveys, it scores the responses by "male" or "female," and the results include the mean, median, and standard deviation for each item. The cost usually is determined on a cost-recovery basis.

Computer Spreadsheet

Districts could process their own survey data as a number of computer spreadsheet software packages are available, such as Lotus 1-2-3 or VISICALC. The spreadsheets could be designed to calculate necessary data, such as male/female responses by number and percent, mean, median, and standard deviation. The information provided depends on the design of the particular spreadsheet. The text of each survey item would

Example 1

Hand-Scoring Grid

Item:

1. *Math is one of my favorite subjects.*

	Male responses			Female responses		
	3 Agree	2 Unsure	1 Disagree	3 Agree	2 Unsure	1 Disagree
	𝍸 |	|||	||	||||	||	|||
Subtotal =	6	3	2	4	2	3
Percent =						

Total male responses = 11 Total female responses = 9

be entered, followed by entering survey responses. Then, the responses would be tabulated.

Optical Scanning

This system uses special answer sheets that are scored by an optical scanning machine. If your school district or cooperative education service agency has the equipment, this may be an option for scoring the surveys.

Entering Processed Data onto Work Sheets

Appendixes F and G include data tabulation work sheets for the student career surveys and staff surveys, respectively. By putting the data in this form, you can see more clearly what they indicate. The tables highlight such things as male/female response patterns and trends for each grade about school, work, family, and self-awareness. Overall, the work sheets provide a concrete method for examining response patterns.

The equity planning team should consider who will transfer the data. They may wish to divide up the task among themselves or get assistance from students or administrative support staff.

Analyzing the Data

Student Surveys

The analysis guide sheets in Appendix H were developed to assist in analyzing the student career survey data. The guide sheets

- explain why the questions were asked,
- help identify what criteria should draw attention to an item,
- help draw conclusions and determine need statements, and
- suggest student competencies and school actions/standards that need to be addressed.

Staff Surveys

Use the staff analysis guide sheets, also in Appendix H, to highlight important information. Follow directions on the guide sheets.

Drawing Conclusions and Determining Local Needs

Now, begin to draw conclusions and determine local needs by following directions on the analysis guide sheet. Look for discrepancies between "what is" (needs assessment conclusions) and "what should be" (student competencies and school actions/standards). Cross-check student needs with staff actions. This will identify where program change, expansion, or development should be carried out. At the conclusion of this step, a list of local needs will have been identified and needs statements will have been developed.

Concluding the Assessment

At this point, there are three lists of needs statements—one from the statistical information collected, one from student surveys, and one from staff surveys. Begin with the list of needs determined from the student surveys. Compare the needs from the staff surveys and the statistical information. Combine into one list. Then, prioritize the needs.

This completes the assessment phase.

Table 6

Sample Size Chart

Population Size#	Sample Size	Accuracy	Population Size	Sample Size	Accuracy*
25	24	± 5%	1,000	278	± 5%
50	44	± 5%	1,500	306	± 5%
75	63	± 5%	2,000	322	± 5%
100	80	± 5%	3,000	341	± 5%
150	108	± 5%	5,000	357	± 5%
200	133	± 5%	10,000	370	± 5%
250	152	± 5%	20,000	377	± 5%
300	169	± 5%	50,000	381	± 5%
400	196	± 5%	75,000	382	± 5%
500	217	± 5%	100,000	384	± 5%
600	234	± 5%	Populations Exceeding 100,000	250	± 7%
700	245	± 5%		1,000	± 4%
800	260	± 5%		1,500	± 3%
900	269	± 5%			

 # For populations between the sizes listed, interpolate from the same sizes given.

** For values near 50 percent (this is the region of largest error)*

Assessment Planning Grid

Directions: This planning grid (provided in Appendix B) will help you plan and organize the assessment in your local district. Use the steps discussed in Phase II as a resource to list the activities as they will be conducted. Then indicate possible sources of the information. Determine who will be responsible for each activity and the date it should be completed. This example shows how such a planning effort might appear.

Activity	Possible Sources	Person(s) Responsible	Timeline
Plan the Assessment			
Obtain approval from district research committee for conducting assessment.	District policies/ procedures for conducting research	Equity leadership/ administration	Spring prior to fall when surveying is conducted
Select members of equity planning team.		Equity leadership/ administration	August
Select equity planning team leader.			August
Review the assessment instruments.		Equity planning team	August/September
Conduct the Assessment			
Conduct student and staff surveys:			
administrative survey	Introduced at administrative meeting; completed individually	F. Anderson	Completed by October 1
teaching staff & guidance counselor survey	Introduced and handed out during faculty meeting; completed individually and sent to D. Hanson	D. Hanson	Completed by October 1
elementary & middle school surveys	Given to all 3rd, 6th, & 8th graders	C. Haugh	Completed by October 15
high school surveys	Given to all 10th & 12th graders during English class on October 5	S. Zimmer	Completed by October 15

Activity	Possible Sources	Person(s) Responsible	Timeline
Process survey data.	Send to CVTAE, UW-Stout for processing. Returned from CVTAE by November 30.	Equity team leader	October 20
Analyze survey data.	Use analysis guide sheets	Equity planning team	Completed by February 1
Collect enrollment and staffing pattern data.			
Student enrollment by course/discipline	Available through district computer file	M. Guerlin	Completed by November 10
Staffing pattern data for school	Available through district files	M. Guerlin	Completed by November 10
Staffing pattern data for district	Available through district files	M. Guerlin	Completed by November 10
Student organization membership	Questionnaire sent to teachers involving membership in organizations	S. Zimmer	Completed by November 10
Analyze enrollment and staffing pattern data.	Use analysis guide sheets	Equity planning team	Completed by December 15
Draw conclusions and determine local needs by combining and prioritizing needs from:	Use analysis guide sheet information	Equity planning team	Completed by March 1
Staff surveys			
Student surveys			
Enrollments and staffing pattern data			

Phase III: Planning 4

Purpose and Function of an Equity Plan

In the past, equity efforts usually centered around one activity or an isolated event, such as a nontraditional career day or a staff development workshop. These equity activities were not part of a larger, long-term plan to achieve equity.

The major functions of the equity plan include

- documenting the status of equity in a local district at specific point in time. The local plan should include the major findings of the assessment phase, identify who was involved, and describe the process that led to the creation of the plan. Provide a brief summary of the planning team's experience and rationale.
- setting a direction for equity efforts and activities and providing a means for communicating with all staff. An equity plan should include the principles, beliefs, and goals on which the plan is based. The plan should answer the questions of who, what, where, when, why, and how. It also should clarify short-and long-term goals.
- establishing or enhancing official recognition and approval. The plan is a vehicle for the school board and administration to grant official approval and to monitor and recognize progress. Often, each school board and administration has a format they prefer to use as they develop an educational improvement or management plan. Use the format with which they are familiar and comfortable.
- providing baseline information and data to measure progress under the plan. The local equity plan should include facts and figures and should document how the authors believed progress could be measured at the time the plan was developed.
- providing a vehicle to include other school-improvement efforts with equity efforts and vice versa. The equity plan should be written in a format that enhances the articulation of equity and other school-improvement efforts. In Wisconsin, these other efforts could include

— implementing the 20 standards for educational excellence, especially standards (m) Education for Employment and (n) Children at Risk;
— conducting the pupil nondiscrimination self-evaluation called for under s. 118.13, Wisconsin Statutes, and PI 9, Wisconsin Administrative Code;
— implementing a developmental guidance program;
— implementing a human growth and development program;
— planning, developing, and evaluating contemporary vocational education programs; and
— increasing the educational achievement of all students.

Developing the Local Sex Equity Plan

The assessment phase generated information based on local needs, which equity planners used to develop needs statements. The needs

statements should identify areas in which program changes, expansion, or development should be implemented.

As the planning team develops the local equity plan, it should consider the following questions:

- Where is the largest disparity?
- Where is the greatest opportunity?
- What resources (i.e., funds, time, current curriculum planning) are available?
- Where can equity efforts have the biggest impact?

The local sex equity plan is a vehicle for change. It is designed to look at where equity is, where it needs to go, and how it can get there. The local sex equity plan should

- be based on the local needs assessment;
- address the overall goals of sex equity;
- be a systematic two-year plan that links with the local vocational two-year plan and/or other plans to encompass a variety of activities and strategies organized into a comprehensive, coordinated approach to vocational equity;
- be based on school actions designed to develop student competencies;
- identify who will be responsible for implementing the plan; and
- have a timeline for implementation.

Achieving the goal of infusing sex equity throughout the school takes planning, which should consider objectives, strategies, activities, who will be responsible to carry out the activities, timelines, and student competencies. A reproducible planning form is included in Appendix B; you may use it, develop your own, or use a form with which the school board is familiar.

To begin, use the needs statements to establish the objectives for the local sex equity plan. For example, an assessment may reveal that some courses are highly segregated by sex and that few informational materials exist to encourage both sexes to enroll in these courses. The needs statement would express that the school district needs to implement and support practices that increase nontraditional enrollments in courses with segregated enrollments. This, in turn, becomes the objective.

Next, select strategies and activities that will enable the district to meet the objectives. Seven major strategy areas, with corresponding activities and examples, are described beginning on page 36. For example, using a staff development strategy of holding a workshop on designing equitable awareness recruitment brochures would be one way to fulfill the objective.

Develop timelines and assign people to carry out the planning activities. In addition, identify the student competencies that the strategies address. Table 7 on page 38 provides a list of these competencies as well as the strategies that apply to them. Also, discuss and record potential measures of success for each activity.

Organization and Format Options

The planning team will need to decide among many options for organizing and formatting the written plan. The best format usually is one with which the staff, administrators, and school board members are familiar. Determine the primary audience for the entire plan, keeping in mind that sections or summaries of the plan can be circulated to specific target groups. The following list of "organizing descriptors" illustrates the format options that are often used in Wisconsin school districts. Goals and objectives in the equity plan can be organized by any of the following:

- the four content areas of equity knowledge addressed in the student surveys—school, family, work, and self-awareness
- the seven strategy areas for achieving sex equity: promotional, staff development, affirmative guidance, curricular, classroom/school environment, administrative, and parent/community involvement
- different staff groups: administrators, teachers, and guidance counselors
- grade levels: elementary, middle/junior high, and high school
- buildings within the district
- needs statements or conclusions, usually in priority order
- student competencies
- the date activities are to be conducted, usually chronologically by month

Phase IV: Action 5

In the 1970s, complying with the law often was the sole motivating factor for conducting an equity activity. These activities mainly focused on staff development and usually consisted only of informational materials. Little or no follow-up or training was provided.

This approach assumed that when educators understood the sex equity concept, they would implement change to bring about an equitable environment in their schools. However, little change occurred because awareness alone failed to provide adequate instruction, guidance, and the skills that educators needed to implement equity programs in their schools. In addition, teacher-training programs continue to offer inadequate instruction on equity-related topics. So, even if educators supported equity, few possessed the knowledge and skill to incorporate it into the curriculum and learning process.

This section outlines the student competencies on which the Wisconsin Model focuses as well as the school actions needed to fulfill the competencies. It also offers seven major strategies—with activities, tips, and cautions, and examples for each—to help the local planning team develop an effective vocational equity plan. The information in this section is intended to give an overview of what can be done and to provide structure to the local plan while offering the flexibility to accommodate the district's needs and concerns. Chapters 6 through 12 detail the seven strategies and their corresponding activities.

Levels of Equity Activities

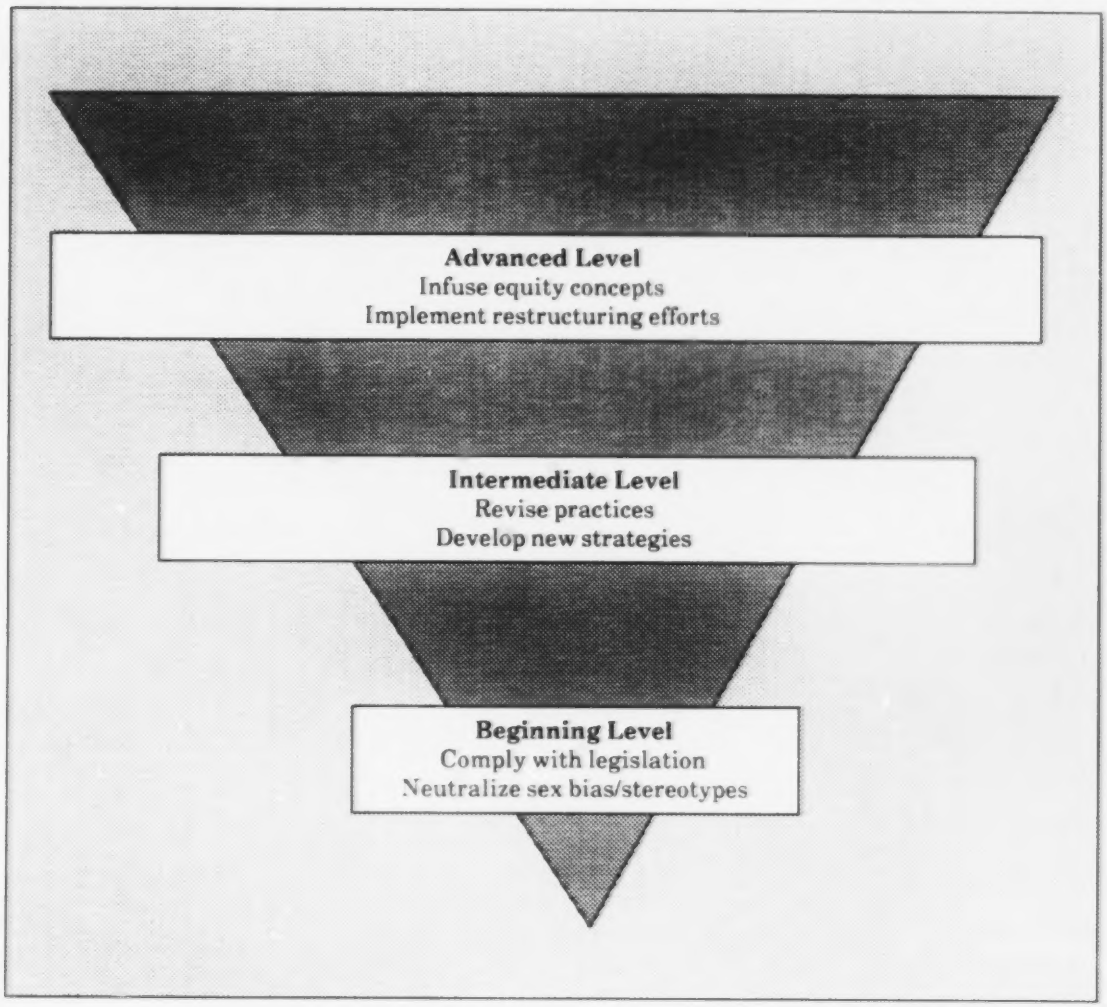
As with any new program, it is often difficult to know how to begin or which activities to implement first. And, like many successful programs, it is best to build the program upon a solid foundation.

The local sex equity program should begin by implementing activities that bring about both compliance with federal and state nondiscrimination legislation and the elimination of sex biases and sex stereotypes. Upon that base, the program can build activities that reflect a proactive approach to achieving equity for each student. Finally, the program can employ activities that will support the school district's efforts and actions to infuse sex equity throughout the district. (See Figure 5, next page.)

Experience gained in the past 15 years shows that employing only one sex equity strategy rarely is sufficient to achieve the desired changes. Therefore, it is important to use multiple strategies that influence the entire district. Work toward equity goals can be organized around seven major strategy areas: promotional, staff development, affirmative guidance, curricular, administrative, classroom/school environment, and parent/community involvement. These strategies provide a way of organizing activities that can be used in the equity plan. Select activities from these strategy areas based on local needs.

Figure 5

Levels of Equity Activities



Beginning Level Activities

These activities focus on compliance with nondiscrimination laws and neutralizing stereotypes and bias. At this level, knowledge and understanding about sex equity are developed. Policies and practices of the school district, as well as each staff member, are reviewed for compliance with federal and state laws prohibiting discrimination. Course descriptions, guidance practices, the effect of prerequisites on enrollments, how the master schedule stifles or encourages nontraditional exploration, and other compliance issues are investigated, analyzed, and corrected.

Beginning level activities neutralize existing stereotypes and bias by helping staff members become aware of and examine language usage, materials for students and staff, and student learning experiences and activities for sex bias and stereotyping. Activities such as assessments and staff inservices may be conducted. Problems of inequity, as well as the complexity of and interrelationship among equity issues, are identified. Administrative policy and structure that can support sex equity are developed. In addition, change agents are identified and support networks are formed.

Intermediate Level Activities

At this level, positive and ongoing steps are taken to revise current practices and develop new strategies. Knowledge gained at the beginning level is applied to specific problems and issues. Intermediate level activities include the

- creation of recruitment strategies aimed at nontraditional students to increase their knowledge of occupations, opportunities, and skills that previously were considered appropriate only for "traditional students."
- provision of role models in a variety of nontraditional occupations, including entry-level and advanced jobs.
- desegregation of the classroom environment to eliminate "one sex only" images and promote messages that encourage participation by nontraditional students.
- supplementation of the curriculum concerning the changing roles of females and males.
- examination and neutralization of forms of sex bias, especially communication/linguistic bias, by both teachers and students.

At the intermediate level, changes in thinking and awareness of the issues cause revision and supplementation. However, a pitfall could be encountered at this point. That is, failing to address equity in an all-encompassing manner can undermine even the best efforts to promote it. For example, a brochure developed to promote nontraditional classes to both males and females contains artwork that is stereotyped. This oversight reinforces and perpetuates the very bias the program is trying to neutralize.

In another example, an open house is held to provide students with an opportunity to preview courses and visit the classroom. When the students arrive, they see bulletin board displays that are biased and student projects that are traditional (e.g., making only women's garments in a clothing class). Be aware of such potential problems and work to eliminate them.

Advanced Level Activities

These equity activities focus on reconstructing efforts and actions to infuse new knowledge and skills for students based on changing roles, responsibilities, and conditions. This involves a conceptual shift or redefinition in school actions to embrace equity efforts through infusion. The entire educational program supports and ensures continuing attention to sex-equity efforts through infusion in programs, curriculum, and staffing. There is increased individual and organizational capability for problem identification and solution. This builds on the work done at the intermediate level. Some of the organizing questions to be concerned with include the following:

- Has the new body of knowledge on changing roles and sex-role stereotyping been incorporated into the educational program?
- Will the educational program give students skills for the future, or will it establish expectations for the sex and occupational roles and responsibilities of a bygone era?
- Do instructional objectives facilitate critical thinking about the impact of major social and economic changes on the individual, the family, and on work?
- Will students truly be prepared for the dual roles of work of the family and work in the paid labor force?
- Will both female and male students be prepared for the work partnerships of the future business world?

- Can trust be built between the sexes, leading to greater teamwork and productivity for business and industry?
- Will the reconstructed educational program lead to greater understanding and appreciation of both women's and men's experiences, needs, perspectives, values, and futures in the rapidly changing world of work?
- Will students feel free to enroll in courses previously considered nontraditional for their sex, and will they be prepared to accept and be supportive of nontraditional coworkers in the future?

Considerations Prior to Implementation

Before starting the implementation phase, consider the following advice from Amanda Smith in her book *New Pioneers: A Program to Expand Sex-Role Expectations in Elementary and Secondary Education*. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

1. Equity is not simple and not concrete. Some people may believe it is and will approach actions from that perspective. There must be time for people to process the change that equity issues may present to them.

2. Start with problems people know they have. Begin by identifying equity problems people may not have identified, asking whether they, or others in their school, might welcome a new approach to
   - student achievement.
   - math avoidance for girls.
   - loss of talent where students of either sex avoid or are channeled away from inherent abilities.
   - work poorly done where either boys or girls are pressed into work for which they are unsuited.

3. Build on existing work, such as staff development, and infuse equity concepts throughout existing work. Try to avoid approaching equity as a new task or initiative.

4. Look for opportunities. As you work with people, try to identify their concerns and then discover whether there are any opportunities in their interest area and professional specialty for helping people build equity-related competencies (i.e., leadership development for principals or effective teaching techniques for educators). Seeking such opportunities is a positive approach with wider application than simply trying to eliminate bias.

5. Consider that people approach equity with differing views. Welcome and use controversy and sex biased comments to get ideas out in the open, allowing them to process issues, feelings, and perspectives. As people express differing views, including anger, validate their feelings. Avoid taking their feelings personally. Involve the group whenever possible to allow them to process change and see another point of view.

6. Distinguish between sex discrimination and sex bias. (See chart on next page.) Discrimination is defined as that which is against the law. Anything illegal must be obvious, because you have to be able to prove it happened. Discussion of the law should be limited in duration but sufficient to make clear people's legal responsibilities and rights.

   Bias is the unconscious underlying network of assumptions that say men and women are and should be different, not only physically, but also in their personalities, abilities, and occupations. We are all biased, even those of us paid not to be. Only a few of us intentionally discriminate.

   Understanding bias leads to understanding how we unconsciously shape our students and ourselves. We can analyze how we bend other people out of shape to meet our preconceptions. We also learn to develop positive traits, such as independence in boys and nurturance in girls, that can be extended to everyone.

If bias is understood, it is likely people will see equity more positively. If they are given a "this is the law approach" they may fight every effort. Therefore, leap-frogging over discrimination to deal directly with bias may in the long run be the most effective way to comply with the law.

7. Understand first, act later. Never assume everyone shares, or even understands, the goal of equity. Discussion of sex bias—where it comes from, how to recognize it, how pervasive it is, what it does to people—should precede any effort to develop or commend specific practical strategies, or to persuade anyone to begin to take any sort of action. Remember that every member of your audience is a person first and a professional second, and that the issues you are discussing hit close to home in one way or another on a personal level. Pushing specific activities in an effort to "keep it simple" before misgivings are allayed may be perceived as "coming on too strong." In any given session, provide information first, then allow time for reaction, questions, and anecdotes. Starting with discussion may reinforce previously held stereotypes. Keep work in the context of a planned approach to locally identified needs.

8. Keep a balanced approach. Include both males and females as leaders in discussion examples and on presentation teams. Illustrate points with anecdotes about both sexes or alternate female and male examples.

9. Never laugh at anyone. Fears of integrated rest rooms, lost femininity, or boys growing up homosexual if they play with dolls are real fears and should be answered seriously. Religious questions especially must be treated with respect.

10. Laugh as much as possible with others and at yourself. Use humor to help build commitment and allow people to work through feelings and concerns on equity issues.

11. Portray a positive view for promoting positive actions. Try to avoid the negative and the nonaction orientation. Provide something for participants to take with them, such as a handout, resources list, or activity.

Student Competencies and School Actions

Historically, as the methodology of equity developed, those involved in equity work developed checklists of what could be done. These checklists described actions teachers, counselors, and administrators could take to ensure equity; students were rarely mentioned. The actions mentioned in the checklists were very specific and were carried out in an isolated way. They usually were not part of an overall plan and were not based on identified student needs.

The strategies and activities in this equity model are aimed at the development of student competencies and school actions. (See Table 7,

Attacking Discrimination	Understanding Equity Issues
attacks only the symptoms	addresses causes
addresses only those who actively discriminate	addresses everyone
creates defensiveness and hostility	reduces defensiveness; can even intrigue, excite, fascinate
encourages the "compliance" mentality: and minimal action	encourages positive investigation consistent with individuals' own goals as educators
redresses wrongs	opens opportunities
appeals to women's sense of outrage, to men's sense of altruism or guilt	appeals to everyone's sense of self-development and benefit
focuses mostly on girls and women	focuses on women and men equally

page 38 and Table 8, page 41.) Student competencies build the knowledge and skills that both male and female students need to develop economic self-sufficiency and achieve equal employment and life opportunities. The school actions describe the efforts in which schools can engage to provide equitable programs and environments.

Table 7 identifies a number of sex equity-related student competencies and the strategies that address these competencies. School actions that generate a sex equitable atmosphere and the strategies that support or create these actions are described in Table 8.

Following these tables, each of the seven strategies is discussed, including a list of activities related to the strategy, tips, and cautions, and some examples.

Equity Strategies

The strategies and activities in a local equity plan comprise the program for action, which in turn will build student competencies through school actions. Thus is equity achieved. (See Figure 6, page 37.)

The strategies are organized in seven broad areas:

- Promotional (publicity, recruitment)
- Staff development (training and inservice on equity concepts and issues)
- Affirmative guidance (retention, career awareness, and information)
- Curricular (instructional methods, materials, course and program objectives)
- Classroom/school environment (physical integration, teacher-student interaction patterns)
- Administrative (policies, procedures, leadership)
- Parent/community involvement (reaching out to build support for students and schools)

When considering the strategies to be used in the local equity plan, keep in mind that the actions are most effective when implemented in a comprehensive, coordinated approach based on local needs. It is not enough to rely on one strategy area to achieve equity.

While considering the possible strategies, think about how they work together to inform students of life, career, and vocational options. Also consider who will be involved in carrying out the strategies.

The model described in this guide is based on involvement by individuals in a variety roles of and coordinated by an equity planning team. The strategy areas serve as a vehicle to help a variety of people conduct and implement equity actions.

Figure 6

Equity Strategies

Table 7

Student Competencies and the Strategies that Apply

Competency	Strategy
1. Define and identify strategies to overcome role stereotyping, bias, and discrimination on the basis of sex, race, and handicapping conditions.	All seven areas
2. Identify and analyze societal attitudes about men and women, sex-role stereotypes and bias, and forms of sex discrimination as they exist in schools.	All seven areas
3. Be able to recognize and neutralize sex-role stereotyping and bias in educational materials.	Promotional Affirmative Guidance Curricular Classroom/School Environment
4. Identify and discuss employment skills that both males and females will need to survive and thrive in the future economy. These include skills in participatory management, written and oral communication, networking, teamwork, cooperation, assertiveness, negotiation, human relations, flexibility, leadership, and technological literacy.	Staff Development Curricular Parent/Community Involvement
5. Be able to define and give examples of "dual discrimination."	Curricular Classroom/School Environment
6. Demonstrate the use of sex-fair, inclusionary language.	Classroom/School Environment
7. Identify how sex stereotyping, bias, and discrimination may affect career planning, occupational exploration and preparation, employability, job-seeking skills, job retention and advancement, job benefits and professional development, and entrepreneurship.	Parent/Community Involvement Affirmative Guidance Curricular
8. Be able to define "nontraditional occupations" and identify positive and negative aspects of employment in nontraditional careers.	Promotional Staff Development Affirmative Guidance Curricular Parent/Community Involvement
9. Identify nontraditional jobs for females and males as well as the skills needed for those jobs.	Promotional Staff Development Affirmative Guidance Curricular Parent/Community Involvement

Student Competencies and the Strategies that Apply

Competency	Strategy
10. Identify some of the issues that arise when men/women work in nontraditional jobs.	Curricular Parent/Community Involvement
11. Identify how sex-role stereotyping and bias may limit their future opportunities.	Affirmative Guidance Curricular Classroom/School Environment Parent/Community Involvement
12. Demonstrate awareness of the total range of career and occupational choices.	Affirmative Guidance Curricular Parent/Community Involvement
13. Develop career development plans based on informed choices, labor market information, assessment of skills and interests, occupational exploration, and work experience rather than on factors related to occupational stereotyping on the basis of sex, race, or handicap.	Affirmative Guidance Curricular Parent/Community Involvement
14. Identify how emerging technology can influence jobs in the future.	Affirmative Guidance Curricular Parent/Community Involvement
15. Demonstrate experience in how to prepare for, adapt to, and influence change in the labor force.	Affirmative Guidance Curricular Parent/Community Involvement
16. Identify reasons why both males and females must acquire skills in mathematics, science, computers, and technology.	Affirmative Guidance Curricular Parent/Community Involvement
17. Demonstrate knowledge of historical changes in the labor force participation of males and females.	Affirmative Guidance Curricular
18. Identify historical barriers to equal employment opportunity.	Affirmative Guidance Curricular
19. Demonstrate knowledge that both men and women work for pay in great numbers, for a long time, and out of economic necessity.	Affirmative Guidance Curricular
20. Identify how role stereotyping, bias, and discrimination have contributed to occupational segregation in the U.S. labor market.	Affirmative Guidance Curricular

Table 7 (continued)

Student Competencies and the Strategies that Apply

Competency	Strategy
21. Demonstrate knowledge of how traditional "women's work" has been undervalued and underpaid.	Affirmative Guidance Curricular
22. Identify and analyze personal, family, and societal attitudes about men and women, sex-role stereotypes and bias, and forms of sex discrimination.	Curricular Classroom/School Environment Parent/Community Involvement
23. Identify the responsibilities associated with dual work roles—paid work and home-and-family work.	Curricular Classroom/School Environment Parent/Community Involvement
24. Identify changes in family structure and responsibilities and the need to develop complex family-related skills.	Curricular Classroom/School Environment Parent/Community Involvement
25. Identify and analyze the subtle and not-so-subtle roles television and other media play in life and work planning.	Curricular Parent/Community Involvement

Table 8

School Actions and the Strategies that Apply

School Action	Strategy
School	
The school will build an equitable environment for students by	
1. finding and using materials that show the changing roles of men and women, both in the workplace and in the family.	Promotional Classroom/School Environment
2. designing information/awareness /recruitment materials (for nontraditional classes), such as brochures, course description, and handouts, that encourage both males and females to enroll.	Promotional Affirmative Guidance
3. reviewing curriculum, content, strategies, and projects for appropriateness to both males and females.	Staff Development Curricular Administrative
4. eliminating or modifying materials or strategies which might reinforce bias and stereotyping.	Staff Development Curricular Administrative
5. collecting and analyzing enrollment statistics by course and program to determine patterns in male/female enrollments.	Staff Development Affirmative Guidance Administrative
6. planning student activities that help female and male students work together cooperatively.	Curricular Classroom/School Environment
7. portraying both females and males in nontraditional as well as traditional roles during discussions, in educational materials, and in displays such as bulletin boards.	Promotional Curricular Classroom/School Environment
8. arranging for nontraditional role models, both male and female, to provide job-shadowing opportunities, to speak at career fairs or in classrooms, and to be mentors.	Promotional Affirmative Guidance Curricular Classroom/School Environment Administrative
9. modifying teaching behaviors so that they encourage equity, e.g., sex-fair, inclusionary language; equitable discipline; and equal attention and support to both sexes.	Staff Development Administrative

Table 8 (continued)

School Actions and the Strategies that Apply

School Action	Strategy
10. incorporating equity topics, such as sex discrimination, stereotyping, and bias, into regular course content and discussions whenever possible.	Curricular Classroom/School Environment
11. helping students to recognize sex discrimination, stereotyping, and bias in textbooks, curriculum materials, and media.	Curricular Classroom/School Environment
The school will practice equitable guidance techniques by	
12. publicizing current information on work force trends to point out the changing career choices available to both females and males.	Promotional Affirmative Guidance Curricular Parent/Community Involvement
13. providing realistic information about students' probable job futures (e.g., most can expect to hold paying jobs, even if they marry and have families).	Promotional Affirmative Guidance Curricular Parent/Community Involvement
14. encouraging both young men and young women to enroll in courses that lead to realistic life and work futures.	Promotional Affirmative Guidance Curricular Parent/Community Involvement
15. reminding both boys and girls that mathematics, science, and technology will be required for most jobs in the future and that they should plan to include such courses in their schedules.	Promotional Affirmative Guidance Curricular Parent/Community Involvement
16. encouraging students to base their academic, career, and personal decisions on their abilities, informed interests, and values rather than on sex-role stereotypes.	Affirmative Guidance Parent/Community Involvement
The school will actively plan to recruit and retain nontraditional students by	
17. having in operation a plan that encourages students to enroll in and complete nontraditional classes.	Promotional Affirmative Guidance Administrative
18. initiating new and earlier opportunities for students to explore nontraditional options at the elementary and middle/junior high school levels.	Promotional Affirmative Guidance Curricular Administrative

School Actions and the Strategies that Apply

School Action	Strategy
19. supporting current and potential nontraditional students through support groups and contacts with role models and counselors.	Affirmative Guidance
The school will provide leadership for addressing equity in the school by	
20. developing and implementing an inservice program to help staff become more aware of equity issues and actions that promote equity.	Staff Development Administrative
21. actively selecting women to serve in leadership roles, such as to chair departments and special committees and to facilitate leadership training sessions.	Staff Development Administrative
22. reviewing curriculum to ensure that both content and instructional materials are sex fair.	Staff Development Administrative
23. collecting and analyzing male/female staffing data to determine staffing patterns.	Administrative
24. monitoring class enrollments and paying particular attention to any class or program enrollment composed of more than 75 percent of one sex.	Affirmative Guidance Administrative
25. developing and implementing a district policy statement on sex equity.	Administrative
26. developing and implementing an equity plan, which is reviewed and revised once every two years.	Administrative
27. promoting equity and educational excellence with parents and community members through advisory committees, task forces, newsletters, etc.	Administrative Parent/Community Involvement
28. designing a master schedule that encourages sex-fair enrollments patterns, e.g., a traditionally female class is not scheduled at the same time as a traditionally male class.	Administrative

Table 8 (continued)

School Actions and the Strategies that Apply

School Action	Strategy
Work	
The school will actively promote equity in education for employment programs by	
1. promoting economic self-sufficiency and equal employment opportunities to students, parents, and community members through newsletters, school board members, and advisory meetings.	Promotional Parent/Community Involvement
2. pointing out that wage discrimination exists between the sexes. "Typically female" jobs pay lower salaries than "typically male" jobs.	Promotional Affirmative Guidance Curricular
3. discussing with both male and female students job salaries and cost of living as they relate to career interests.	Promotional Affirmative Guidance Curricular
4. presenting to students, on a regular basis, nontraditional career options through preregistration sessions, career fairs, guest speakers, and career education materials.	Promotional Affirmative Guidance Curricular Classroom/School Environment Parent/Community Involvement
5. providing inservice programs for all staff on equity issues, including topics on current work statistics and family trends and how to provide a sex-equitable environment, curriculum, and philosophy.	Staff Development Administrative
6. offering introductory career courses at the upper elementary and middle/junior high school levels to encourage students to explore nontraditional options and familiarize themselves with the language and equipment involved in a particular occupation.	Affirmative Guidance Administrative
7. identifying and incorporating into the curriculum a new body of knowledge on changing male and female roles and the costs of sex-role stereotyping.	Curricular

Table 8 (continued)

School Actions and the Strategies that Apply

School Action	Strategy
8. providing curriculum that gives students the skills they will need in the future and that forsakes the stereotyped and limited occupational expectations, roles, and responsibilities of a bygone era.	Curricular Affirmative Guidance
9. establishing instructional objectives in each area to facilitate critical thinking about the impact of major social and economic changes on the individual, the family, and on work.	Curricular Affirmative Guidance
10. preparing students for the dual roles of "work of the family" and work in the paid labor force.	Curricular Classroom/School Environment
11. encouraging both female and male students to have greater respect for traditional "women's work."	Curricular Classroom/School Environment
12. preparing both female and male students for the work partnerships of the future business world.	Curricular Classroom/School Environment
13. creating an environment that builds trust between the sexes which, in turn, will lead to greater teamwork and productivity for business and industry.	Curricular Classroom/School Environment
14. implementing a curriculum that promotes greater understanding and appreciation of both women's and men's experiences, needs, perspectives, values, and futures in the rapidly changing world of work.	Curricular Classroom/School Environment
15. planning instructional activities that provide students with broader, more flexible definitions of masculinity and femininity.	Curricular Classroom/School Environment Affirmative Guidance
16. creating an environment that lets students feel free to enroll in courses nontraditional for their sex and that prepares them to accept and support nontraditional coworkers in their future.	Curricular Classroom/School Environment
17. planning to recruit women and men for nontraditional teaching and administrative positions.	Administrative

Table 8 (continued)

School Actions and the Strategies that Apply

School Action	Strategy
Family	
The school will promote equity awareness with parents and the community by	
1. informing families through parent-teacher organizations, newsletters, and school career days of current family trends and statistics and how they are changing.	Promotional Affirmative Guidance Curricular Parent/Community Involvement
2. providing current information on the labor market, career choices, and training needs of both males and females.	Promotional Affirmative Guidance Curricular Parent/Community Involvement
3. explaining how bias and stereotyping hurt both males and females in personal and family relationships.	Promotional Affirmative Guidance Curricular Parent/Community Involvement
4. encouraging parents to help their sons and daughters realize that they likely will have both a family and a career.	Promotional Affirmative Guidance Parent/Community Involvement
5. involving parents in their children's career planning.	Parent/Community Involvement
Self-Awareness	
The school will enhance equity awareness by	
1. addressing the issue of equity seriously, as it affects the classroom and the learning that goes on there.	All seven strategies
2. using sex-fair, inclusionary language in both written and verbal communication and encouraging students to do the same.	All seven strategies
3. assisting students, faculty, parents, and community members in identifying work and family trends.	All seven strategies
4. encouraging students of both sexes to participate in traditional and nontraditional activities.	Promotional Staff Development Affirmative Guidance Curricular Classroom/School Environment Administrative

Table 8 (continued)

School Actions and the Strategies that Apply

School Action	Strategy
5. helping students understand equity issues and how those issues affect their lives.	Affirmative Guidance Curricular
6. examining classroom learning activities for sex fairness, and planning lessons that focus on increasing students' equity awareness.	Curricular Classroom/School Environment
7. inspecting instructional materials for sex-role stereotyping and sexist language and discussing such instances with students.	Curricular Classroom/School Environment
8. making a conscious effort to assign leadership and support roles equitably to girls and boys, both in and outside the classroom (e.g., field trips).	Curricular Classroom/School Environment
9. creating the classroom to portray sex fairness using posters and other visual displays showing females and males in nontraditional and traditional roles.	Classroom/School Environment
10. directing class discussion in an equitable manner so that all students feel free to participate. Studies show that teachers give more attention to males, call on them more frequently, and respond to their answers with more positive rewards.	Classroom/School Environment
11. promoting cooperation and integration of girls and boys through activities that help students work together more effectively.	Classroom/School Environment
12. avoiding generalizations based on sex stereotypes (e.g., "You drive like a woman.")	Classroom/School Environment
13. using a variety of examples showing men and women expressing a wide range of interests, feelings, and career choices.	Classroom/School Environment
14. promoting self-esteem and personal and social responsibility.	Affirmative Guidance Curricular Classroom/School Environment

Promotional Strategy and Activities 6

Promotional activities expand life options by expanding choices and encouraging life and work considerations based on interests and abilities. They focus on not limiting options based on sex.

Promotional activities can be broad enough in focus to include information on how commitment and programming for equity in school actions occur. Also, promotional activities can be aimed directly at students. For example, teachers can inform students of expanded life and work choices, the support they can expect when they select nontraditional choices, and the benefits to themselves and others of expanded choices.

Two main methods to promote equity are publications and presentations. Both can promote expanded life options in many forms.

This strategy is ideal for infusing equity through written materials and events. Begin by looking at what is already being done. Does it comply with the letter of the law? Do stereotypes exist? If so, how can they be neutralized? How can life and work options be addressed in all promotional efforts?

Promotional activities can be carried out by a variety of people, including guidance counselors, teachers, and administrators. The target groups most often will be students and parents.

Overall, it is important to select promotional activities that work together in a coordinated way. Try to build supportive links with already existing initiatives and efforts.

Publications

- Publicize *projects and events* that develop equity awareness, such as career fairs and other special equity projects, through the school newspaper and the local media.
- Use *bulletin boards, display cases, and posters* to promote equity concepts and efforts. Such displays can provide information on expanded life options, especially during registration time.
- Integrate *equity language and concepts* into existing publications. Create new brochures or other printed materials to promote sex equity, such as those that feature students enrolled in nontraditional courses. Carefully examine the literature to ensure that the material doesn't contain any underlying messages that could undermine your efforts to build equity. In addition, high visibility items such as bumper stickers, T-shirts, and buttons can encourage others to think about expanded life options.

Presentations

- Conduct *career fairs* as they help students learn more about different occupations. Invite speakers who work in occupations nontraditional for their sex. Ask male and female career representatives to model partnership. This lets students see role models at work and teaches them about careers.

Local community groups, universities, and technical colleges often sponsor career workshops, conferences, or camps exclusively for boys and girls in middle or high school. These programs also feature speakers pursuing careers nontraditional for their sex. In addition, the programs often offer special sessions for parents or invite parents to attend with their children.

- Invite *speakers* to present career information to classes or to participate on a panel for discussions with students and/or parents about career options.
- Encourage *vocational youth organizations* to conduct projects on expanding careers, such as presentations to parents, community groups, or school boards.
- Use presentations as well as publications to provide students, teachers, and parents with *recent labor market information* on job trends that will help them make educational and career choices.
- Train *peer counselors* in career options so they can refer students to the appropriate resources.
- Encourage and support students who show interest in a particular field or occupation.
- Recognize with *awards and certificates* outstanding programs, teachers, administrators, students, and organizations promoting sex equity.

Tips and Cautions

- Carefully review equity messages and images that have been created or modified. Do they reinforce old assumptions? Are they realistic? Do they portray a "new generation" of stereotyping (i.e., while trying to promote sex fairness, is it actually biased in itself)? Conduct a bias check on developed materials.
- Don't rely on one promotional activity. Consider including a variety of activities over the course of the entire school year.
- Provide for diversity and inclusiveness in promotional efforts. Include race, culture, disability, and age as well as gender.
- Be aware of the pros and cons of one-sex programming (e.g., career days for girls) within the school setting.

Suggested Resources

Chasek, Arlene. *Futures Unlimited: Expanding Choices in Nontraditional Careers*. New Brunswick, NJ: Rutgers, 1985.

This conference-planning handbook is an adaptation of *Expanding Your Horizons in Science and Mathematics* (Mills College Math/ Science Network).

Massachusetts Department of Education. *A Guide to Making Low Cost Videotapes of Nontraditional Role Models*. Quincy, MA: Massachusetts Department of Education, 1983.

This practical guide gives advice on creating videotapes for use in recruitment and career education.

Matthews, Martha, and Shirley McCune. *Try It, You'll Like It! A Student's Introduction to Nonsexist Vocational Education*. Washington, DC: Resource Center on Sex Roles in Education, 1978.

Probably the first secondary student guide to considering nontraditional jobs. A classic; however, the employment statistics are out of date.

Sex Fair Artwork: A Sourcebook of Reproducible Line Art. Columbus, OH: Center for Sex Equity, Instructional Materials Laboratory, Ohio State University, 1986.

A book of clip art depicting males and females in nontraditional and cooperative situations.

Vocational and Career Education Newsletter

Adapted from the Neenah, Wisconsin, Joint School District's *Vocational and Career Education Newsletter*, vol. viii, no. 6 (March 1988), compiled by local vocational education coordinator Phil Gocker. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

Trends

Societal

1. By 1990, it is estimated that there will be 23.3 million children under the age of six. Approximately 10.4 million (45 percent) of them will have mothers who work outside of the home.

2. In Wisconsin, 48.5% of mothers with preschool children work.

3. Need will exist for child-care workers and other professionals employed in day-care facilities, such as dietitians.

4. Wisconsin's 1990 population is projected to be 5,033,000. This is a growth of 6.7 percent over 1980's population.

Labor Market

1. Computer companies will lead all manufacturing industries in job growth into the 1990s, but nothing will grow faster than service jobs (Bureau of Labor Statistics). Leading the services boom: jobs in medical services (4.3 percent each year) and business services (4.2 percent each year), such as temporary-help agencies.

2. Occupations expected to grow the most (accounting for 21 percent of all new jobs between 1984 and 1995) are:

	From	To
cashiers	1.90 million	2.46 million
registered nurses	1.37 million	1.82 million
janitors/cleaners	2.94 million	3.38 million
truck drivers	2.48 million	2.91 million
waiters/waitresses	1.62 million	2.04 million

3. Of the 441 jobs identified in the U.S. Census Occupation Classification System, about 60 show a significant number of women employees; all others are dominated by males.

Source: Based on research done by the Wisconsin Department of Public Instruction through research completed at the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout.

Some people are like wheelbarrows: they have to be pushed.

Business/Industry Field Experience Scheduled

During the month of March, the students of Saint Thomas Slavin and Ellen LaMarche, Neenah High School Instructors, will be visiting several industrial sites in the Fox Valley. Each industry will provide an informative presentation about their respective company. The Neenah Foundry, Kimberly-Clark's Lakeview Mill, Pierce Manufacturing, and the Outagamie Health Center have each agreed to give the students a glimpse of the "world of work."

These field experiences have become an annual event for the I.O.U. students at Neenah High School. It is a culminating experience after a year of study focusing on "worker maturity" and being "job ready." The students look forward to these opportunities and view this experience as something very special just for them. The Neenah High School I.O.U. staff appreciates the local industries' willingness to join in this mutually rewarding venture.

Slavin/LaMarche

The greatest underdeveloped territory in the world lies under your hat.

Best Paying/Worst Paying College Majors

Essence magazine lists the college majors in the best and worst-paying fields:

Best-Paying Majors	**Average Annual Starting Salary**
Engineering (Elect., Chem., and Mech.)	$29,100
Metallurgy/Material Science	28,718
Computer Science	27,060
Mathematics	24,816
Physics	24,180
Civil Engineering	23,664
Accounting	21,108
Financial Administration	20,412
Business Administration/Management	20,172
Marketing	19,260
Worst-Paying Majors	
Home Economics	$15,516
Education	15,744
Social Science	17,004
Communications	17,220
Agriculture	18,036

Source: *Propeller*, Winnebago Educational Council.

All words are pegs to hang ideas on.

Employment Information Provided

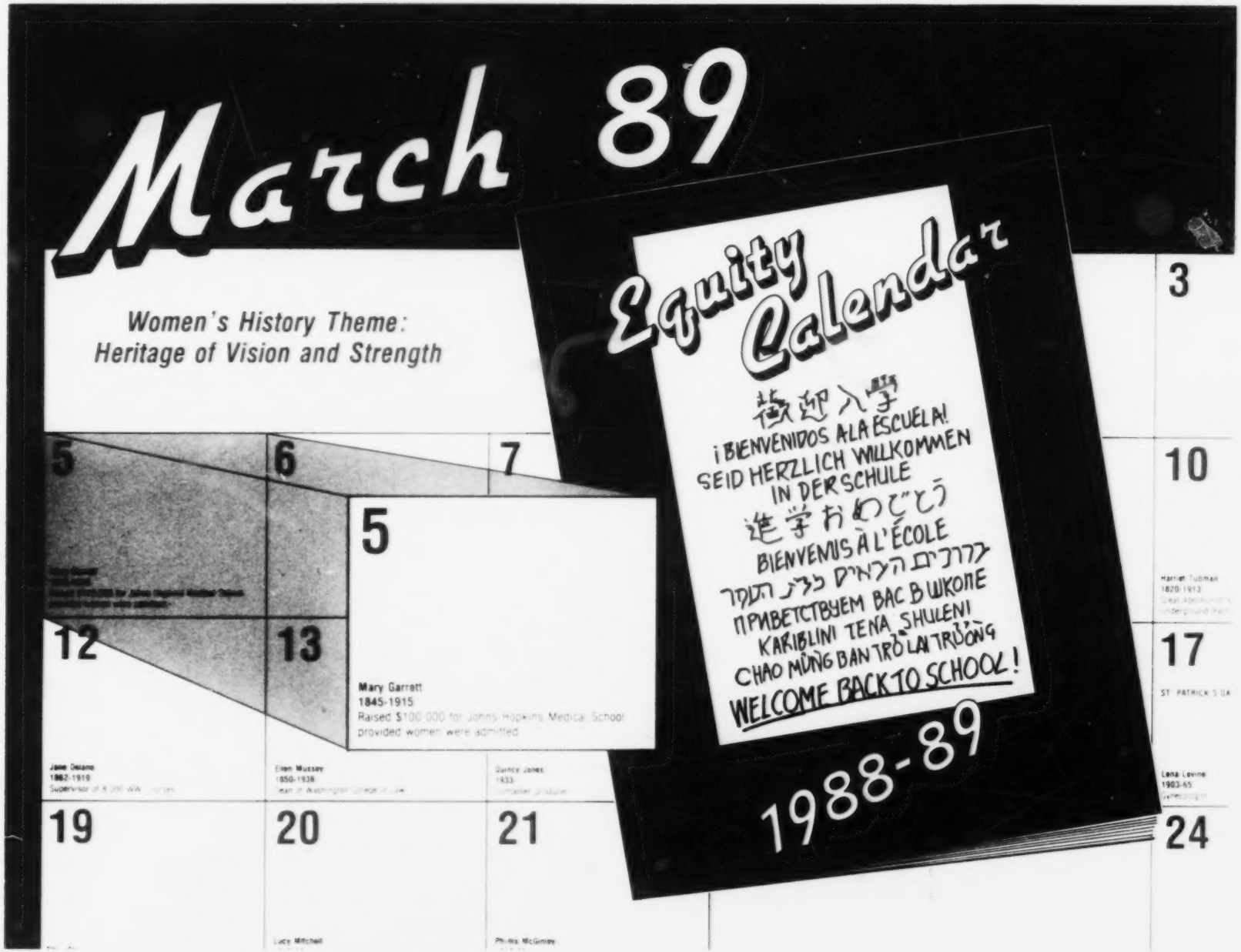
On Friday, February 19, 1988, three staff members from the Oshkosh Correctional Institution presented various facets of their jobs to the students in Ms. LaMarche's Employment Skills class. Personnel manager Ana Schlitz, Captain Dan Benzer, and guidance counselor Celeste Infante each explained what their typical work day was like.

Selected Promotional Materials

The following pages contain a selection of promotional materials designed to encourage and publicize sex equity programs, agendas, and projects. They suggest potential ways any educator, administrator, or other interested individuals or groups might publicize their sex equity work.

These examples were chosen to demonstrate the broad range of possible approaches to the problems of promoting sex equity. Some were produced professionally (such as the Nicolet College posters), and would require greater resources to emulate than others (such as "Ways to Line Up" and the Equity Calendar), which could be prepared with simpler means.

Vocational Skills Pay Bills
METRO POLICE ★141★
Equity in Building Construction
Equity in Law Enforcement
Equity in Electronics
Equity in Automotive Technology


March 89
Women's History Theme:
Heritage of Vision and Strength
Equity Calendar
歓迎入学
¡BIENVENIDOS A LA ESCUELA!
SEID HERZLICH WILLKOMMEN
IN DER SCHULE
進学おめでとう
BIENVENUS À L'ÉCOLE
ברוכים הבאים בית הספר
ПРИВЕТСТВУЕМ ВАС В ШКОЛЕ
KARIBLINI TENA SHULENI
CHAO MỪNG BAN TRỞ LẠI TRƯỜNG
WELCOME BACK TO SCHOOL!
1988-89
5
6
7
10
12
13
5
Mary Garrett
1845-1915
Raised $100 000 for Johns Hopkins Medical School
provided women were admitted
17
19
20
21
24

WAYS TO LINE UP

(OTHER THAN BY SEX)

Alphabetically by
- Z to A
- Last name
- First name
- Street name
- Father's name
- Mother's name

By Clothing
- Kind of shirts
- Colors of socks
- Jeans or non-jeans
- Shoe styles or colors
- Belted and unbelted
- Collars and collarless
- Stripes and no stripes
- Short sleeves or long sleeves

Numerically by
- Vowels in name
- Syllables in name
- Number of buttons
- Consonants in name
- Multiples of 2, 3, 5, 10
- Last digit of phone number
- Number of brothers and sisters
- Combined ages of brothers and sisters

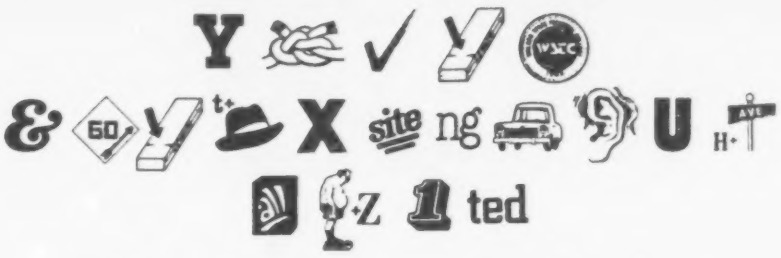
By Identifying
- Vowel sounds
- Right and left
- First and last
- Before and after
- Animal and insect sounds
- Pennies, nickels, dimes, quarters
- Beginning and ending consonants

By Favorite
- Sport
- Movie
- Flower
- Season
- Animal
- Vegetable
- Ice cream
- Hero/heroine

CAN YOU MAKE LINING UP AN EQUITABLE LEARNING EXPERIENCE FOR CHILDREN?

For information and assistance about compliance with Title IX and promoting sex equity in schools, contact:

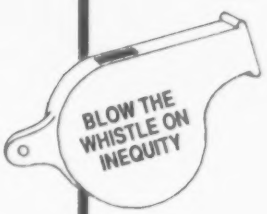
The Sex Equity Project
Department of Public Instruction
Equal Educational Opportunities Office
125 S. Webster
P.O. Box 7841
Madison, WI 53707



ALL Programs at WALKER STATE TECHNICAL COLLEGE are Open to Male and Female Students because Career Choices Should be based on Interest and Ability, not Tradition.

PHONE Us at 648-3271

To Find Out How You Can



WOMEN IN VOCATIONAL EDUCATION

. . . Have The Tools To Succeed

Sex Equity at Work in Wisconsin

Snaps& Snails& Sugar& Spice...

That's what we're ALL made of!

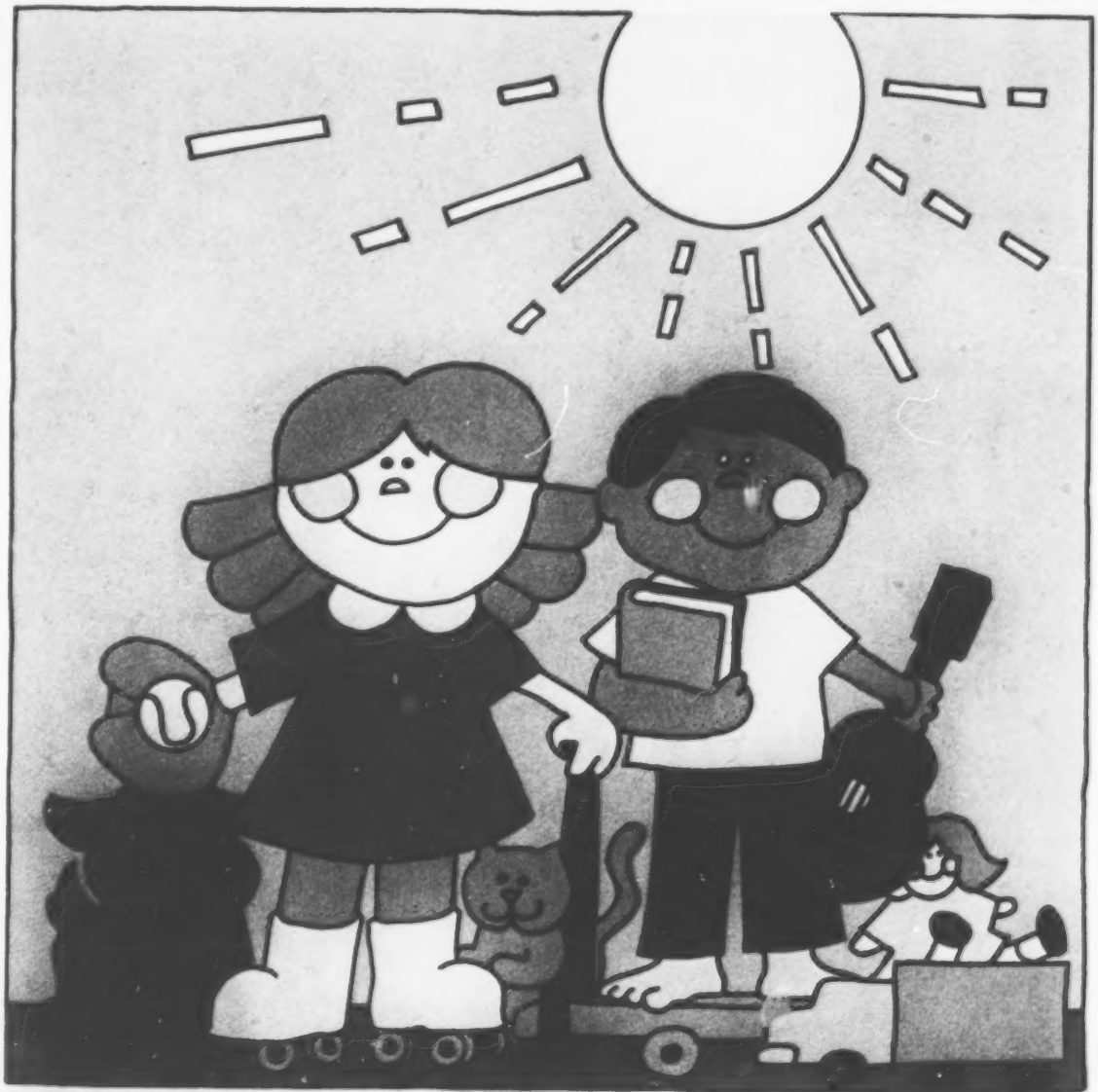
Sex role stereotyping limits potential. Whether you are in the classroom, on the job or at home, consider the options. If you knew that Susan is destined to become President of the United States, and Jason to become a wonderful nursery school teacher, would you treat them differently?

Next time – think again!

For more information contact:

Women's Resource Bureau
Nicolet College and Technical Institute
Rhinelander, WI 54501
(715) 369-4478

SEX ROLE STEREOTYPING LIMITS POTENTIAL



SPONSORED BY: NICOLET COLLEGE AND TECHNICAL INSTITUTE, WOMEN'S RESOURCE BUREAU

ARTIST/DESIGNER: KAREN AUGITTO

Happily Ever After?

It's wonderful to have a Prince Charming in your life, but he's only human. Women today have a 50/50 chance of being divorced, separated or widowed by the time they reach middle age. If you want to live happily ever after, it's up to you.

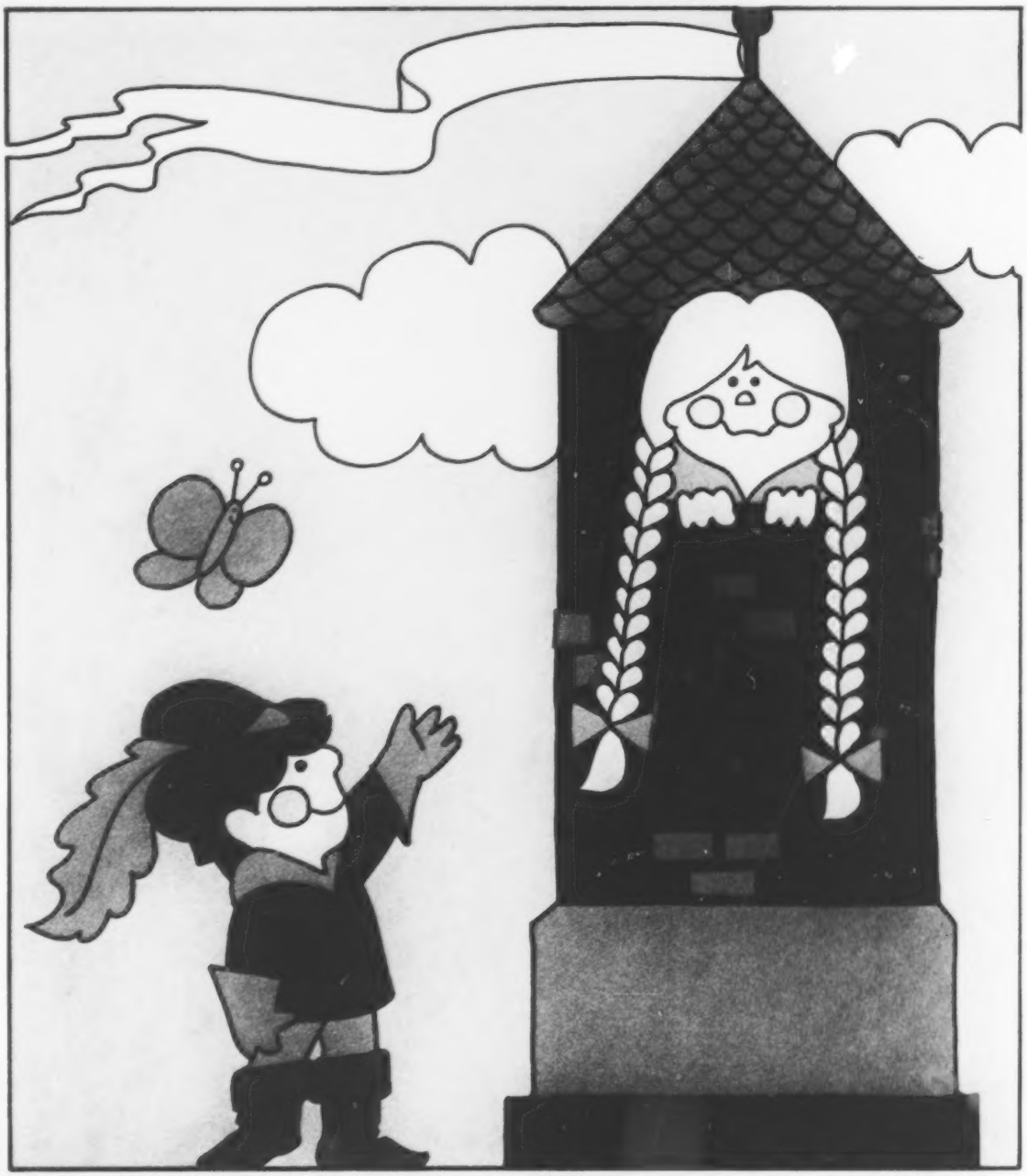
Non-traditional occupations can be demanding. They have many advantages:

- Higher pay
- More chance of advancement
- Better fringe benefits
- No AFDC
- No caseworker
- No waiting for the child support check

For more information contact

Women's Resource Bureau
Nicolet College and Technical Institute
Rhinelander, WI 54501
(715) 369-4478

SEX EQUITY MAKES $ AND ¢



SPONSORED BY: NICOLET COLLEGE AND TECHNICAL INSTITUTE, WOMEN'S RESOURCE BUREAU

ARTIST/DESIGNER: KAREN AUGITTO

Builder, Baker, Breadwinner, Homemaker

You can be what you want to be.
If a non-traditional occupation is what you want – go for it!
Use YOUR talents, YOUR skills, YOUR interests.

Be what YOU want to be!

For more information contact:

Women's Resource Bureau
Nicolet College and Technical Institute
Rhinelander, WI 54501
(715) 369-4478

SPONSORED BY: NICOLET COLLEGE AND TECHNICAL INSTITUTE, WOMEN'S RESOURCE BUREAU

ARTIST/DESIGNER: KAREN AUGITTO

It All Adds Up

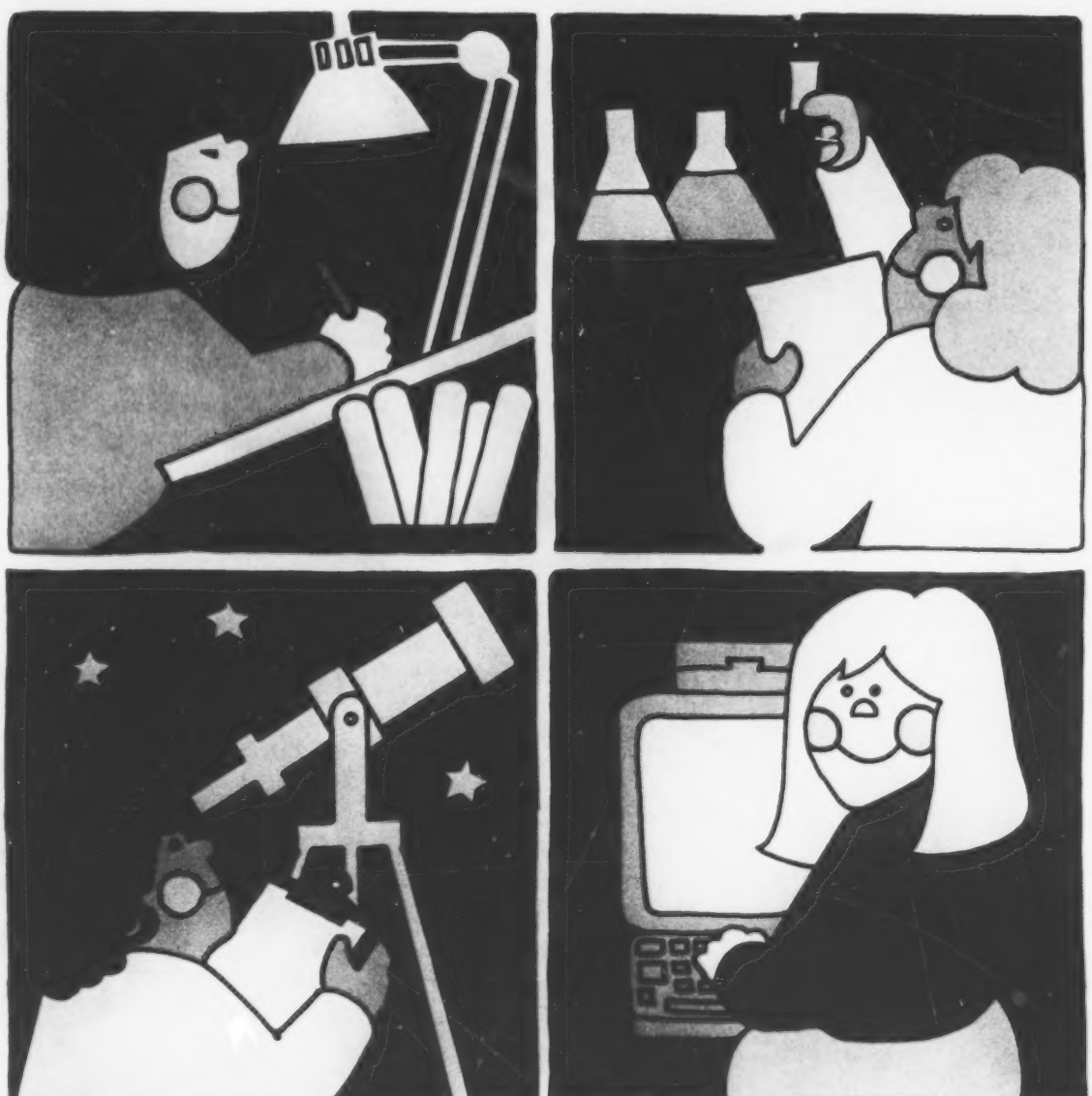
Math skills are important to your future – to girls as well as boys. Multiply your chances for success.

Math is a PLUS for your future.

For more information contact:

Women's Resource Bureau
Nicolet College and Technical Institute
Rhinelander, WI 54501
(715) 369-4478

Math is a PLUS for your future.



SPONSORED BY: NICOLET COLLEGE AND TECHNICAL INSTITUTE, WOMEN'S RESOURCE BUREAU

ARTIST/DESIGNER: KAREN AUGITTO

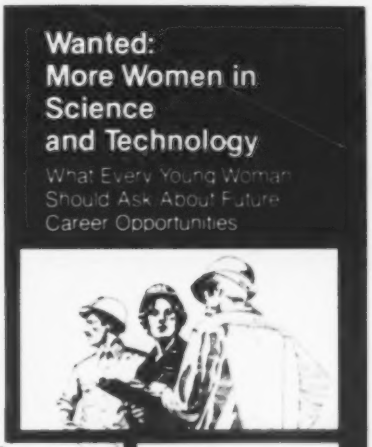
RAPUNZEL DID LIVE HAPPILY EVER AFTER

SHE BECAME A BARBER

Once Upon A Time...
Golden-haired Rapunzel spent years hidden away in a castle, Snow White cooked, cleaned and cared for seven dwarfs, Cinderella was rescued from drudgery by handsome Prince Charming. Now-a-days young women of all racial and ethnic groups must create their own future, without Prince Charmings or fairy godmothers.

According to the Bureau of Labor Statistics, females from the age of 16 are predicted to work outside the home approximately 28 years. Skills and education are the keys to your career choice. Your future depends on it. Cinderella needed a magic wand, but you don't. See your school counselor for further information about your career options.

Sex Equity Project
Equal Educational Opportunities Office
Department of Public Instruction
125 S. Webster, GEF III
P.O. Box 7841
Madison, WI 53707



opportunities
for women in
trade and
technical fields

ME & MY FUTURE

SATURDAY, APRIL 12, 1986

Staff Development Strategy and Activities 7

Staff development is the primary and most often used equity strategy. Many equity training packages have been written and are available. However, the most successful staff development activities are designed to fit the local needs of the school district, occur over time, and are infused in the local inservice plan. Most equity staff development activities consist of awareness raising workshops or training sessions that address a variety of topics, such as building knowledge of civil rights and nondiscrimination laws, identifying where bias and stereotyping exists in schools, and providing rationale for sex equity.

An important element of any equity inservice is a discussion of why equity should be important to staff, what the benefits are, and how staff can address equity in their roles of teachers, counselors, and administrators.

Those conducting staff development activities hold the key to success. Presenters must be knowledgeable about equity issues and sensitive to the needs of staff members. When considering a staff development activity, include the components of planning, implementing, and evaluating.

- Involve members of the *equity planning team* in all aspects of a staff development activity. They can help develop a list of possible equity topics and of potential sources of equity expertise, such as university and vocational, technical, and adult education (VTAE) staff, and Department of Public Instruction Gender Equity Cadre members from each cooperative education service agency (CESA).
- Develop *checklists* to help make decisions about staff development goals and objectives, the needs of its target audience, its format, topics, available resources, speakers, and how the information will be presented.
- Select an *appropriate format* for the activity. These formats can include
  - —a stand-alone equity *inservice*, from one hour to one week in length
  - —a *sectional presentation* in which equity is addressed as part of a larger inservice;
  - —a regional or statewide *conference*; or
  - —an infusion of equity into *other staff development activities*, such as education for employment, developmental guidance, or at-risk youth.
- Design the activity while keeping in mind the following *adult learning principles*.
  - —As individuals become adults, they move from a self-concept of dependency to one of *self-directedness*. Thus, the training must allow participants to be self-directed. Otherwise, the participants may perceive themselves as being treated as children and will be resistant or hostile toward the training.
  - —As people mature, they accumulate more and more *experience*. This makes it necessary to tailor adult instruction on an individual basis, drawing upon each person's experience.
  - —Adults tend to learn things based on *internal motivation*. Thus, trainers should respond to the participants' needs in a timely fashion and should help them articulate needs of which they may be unaware.
  - —Adults have a *problem-centered orientation* which makes them look for immediate an-

swers. They often enter training sessions with questions such as, "How will this training help me with the problem I'm having with . . . ?" or "From what I've learned today, what can I do differently on Monday?"

- Conduct the activity in a manner *conducive to learning*.
  - Before beginning the activity, make the participants feel comfortable and at ease. Welcome them; introduce them to the staff and key people; provide them with refreshments, locations of rest rooms, and an agenda. Comments from the official host, such as the principal or district administrator, can help make participants feel that the activity is important and well worth their time and effort.
  - Validate the *agenda*. According to Matthews and McCune (1978): "An activity involving participants in identification of their concerns and problems at this point gives an indication of willingness to deal with their concerns and provides opportunities for modification or focusing of the activities to come."
- Begin *cognitive activities* by introducing a base of information upon which the rest of the training is built. Examples of such introductory cognitive material include requirements of local, state, and federal laws or research findings on the impact of sex bias.

  Cognitive activities also should include a question-and-answer period to ensure that participants understand the information being presented. Answering questions also shows that the trainer is responsive to the participants' concerns.
- Allow time for *practical application* of the concepts being taught. This activity lets participants relate the new information to their own situations. This can be done individually or in small groups.
- Encourage skill development by giving participants opportunities to *develop and practice* the skills they shared in the practical application phase of the training.
- Provide participants with *guidance* in selecting new action they can take back to their classrooms. Some actions may be individual, others may be organizational. This activity helps participants determine what they can do and how they can begin planning for the new actions.
- Conduct *evaluations* of the staff development activity using some or all of the following guidelines. Whether it's a workshop for 15 counselors or 700 teachers, the activity needs to be evaluated. The evaluation need not be elaborate, In fact, it may be very simple—but it needs to take place.
  - Base the evaluation on the activity's *goals and objectives*. This means the goals and objectives must be clearly stated before an accurate evaluation can occur. Indeed, goals and objectives should be clearly defined before the activity is developed.
  - *Evaluate all aspects* of the training event, including the instructional techniques, the skill and knowledge of the facilitators and the resource people, the publicity (i.e., flyers, brochures), the facilities, and the training materials.
  - Use the evaluation feedback as a *needs assessment* for follow-up training and program modification. New workshops can create an awareness of other needs and can suggest a myriad of activities with which to meet those needs. An effective evaluation can identify those needs and give direction to future activities.

Tips and Cautions

- Structure the activity so people are invited, not ordered, to attend. For example, have the principal or staff members nominate or select participants to attend.
- When selecting the time for a staff development activity, avoid high stress, nonattentive times like the end of the semester or times close to vacation. Be sensitive to the climate and timing in the local district as different issues will be of concern.
- Be aware of introducing equity as a "new initiative." Rather, focus on how equity is and can be infused into curriculum, student learning experiences, classroom space, textbook selection, and so on.
- Carefully select individuals who will do the training. If the training is to be conducted by someone outside the school, solicit recommendations before hiring anyone; "preview" the speaker personally when possible.
- Point out how equity staff development is an issue related to excellence in education and higher achievement for students.
- Use the equity planning team and other advisory committees to assist in the planning. Doing so can identify and build support for the equity program.

- Invite people from other schools who have had successes to share their experience.
- Be aware of the environment where the training is being conducted. Check the facility ahead of time for lighting, outlets, soundproofing, and privacy.

Suggested Resources

Grayson, Dolores, and Mary Martin. *Gender/Ethnic Expectations and Students' Achievement (GESA).* Los Angeles: Los Angeles County Office of Education, 1985.

The GESA program examines five areas of disparity in the classroom and encourages teachers to use research-based instructional strategies and resources to eliminate those disparities.

Huesner, Esther. *ASPIRE: Awareness of Sexual Prejudice Is the Responsibility of Educators.** Newton, MA: Women's Educational Equity Act (WEEA) Publishing Center, 1979.

An excellent tool for training experienced and future teachers how to evaluate instructional materials, examine the effects of sex-role stereotyping on careers, and develop strategies for change. The four modules can be used as individual workshops or incorporated into classes.

Kaser, Joyce, Myra Pollack Sadker, and David Miller Sadker. *Guide for Sex Equity Trainers.* New York: Longman, 1982.

This guide provides the ABCs of sex equity training.

Lockheed, Marlaine E. *Curriculum and Research for Equity (CARE): A Training Manual for Promoting Sex Equity in the Classroom.** Newton, MA: WEEA Publishing Center, 1982.

This 370-page manual provides a training program that sensitizes educators to sex-role stereotyping. The six, two-hour sessions of analyses, activities, and discussions focus on female leadership, language and behavior, and other issues.

Smith, Amanda. *New Pioneers: A Program to Expand Sex Role Expectations in Elementary and Secondary Education.* Raleigh, NC: North Carolina Department of Public Instruction, 1980.

A classic, week-long inservice workshop for educators.

*Teacher Skill Guide for Combatting Sexism.** Newton, MA: WEEA Publishing Center, 1982.

This series of 13 modules for teacher training programs and inservice workshops provides quick, simple tools for identifying and handling sex bias in teacher lessons and student attitudes.

* Available from the Women's Educational Equity Act (WEEA) Publishing Center, Education Development Center, 55 Chapel Street, Suite 200, Newton, MA 02160; customer services: (800) 225-3088.

■ Sample Staff Development Activity

Stages of Change

Adapted from "Planning for Change" in *Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators* by the United States Department of Health, Education and Welfare, Office of Education. Washington, DC: Government Printing Office, 1978, pp. 24-25.

The purpose of the following is to provide an understanding of the stages which many people experience as they work through the change process. It is important that persons working for change anticipate these reactions and be prepared to cope with expected behavior.

Shock or Surprise

Our first reactions to new information or to circumstances necessitating change is shock or surprise. We tend to react strongly to any significant challenge to our perceptions and understandings. Comments which might be heard when people are at this initial stage process include:

"What! Discrimination in our school?"

"What do you mean, I discriminate against females/males in my classroom?"

"Title IX? What are you talking about?"

Disbelief

Shock or surprise soon gives way to active disbelief. We tend to resist information that requires us to re-examine or modify our perceptions of ourselves and the world around us. Comments frequently heard at this stage of change include:

"There's no discrimination in our school!"

"I treat every student exactly alike."

"We've already completed those Title IX requirements!"

Guilt

When we receive new information we may feel inadequate or guilty about its content or simply the fact that we did not know about the new information. Thoughts that may pass through our minds at this stage include:

"I should have realized that our school really does discriminate against students on the basis of sex!"

"I had no idea what I was doing when I separated boys and girls for reading and math classes."

"Why didn't I know about this Title IX?"

Projection

None of us can live with a great deal of guilt about our behavior or our lack of awareness because it is too painful to our image of ourselves. Instead, we often develop defensive ways of getting rid of the guilt and feeling better about ourselves. We often project our guilt onto other persons or other circumstances, blaming others for the problems or the situations in which we find ourselves. It is particularly easy to move into a stage of projection and to blame others when we have acquired enough new information and skills to realize that there is a problem, but not enough to enable us to solve the problem. Comments which may be heard at this stage of change include:

"The administrators have no awareness of sexism; they'll never move!"

"Parents in our community are so traditional. They'll never accept coed physical education classes."

"We wouldn't have to deal with Title IX if it hadn't been for those crazy women!"

Intellectualization

The first four stages of change reflect the ways that we deal with our feelings about new information or change. When we have had the opportunity to deal with these feelings, we begin to 'think' about the matter and attempt to consider the information in a more rational, less affective way. We may begin to assess the possibility of personal and institutional sex discrimination and proceed to an open effort to collect data and to evaluate the information obtained. It is at this stage of change that real problem solving can begin. Comments heard at this stage might include:

"You know, I realize that I do tend to expect the boys in my class to be better in mathematics than the girls."

"Title IX implementation will require considerable effort from everyone in the system, but it is worth it if we can improve the quality of the educational services that we can provide."

Integration and Action

The sixth stage of change is perhaps the most difficult and the most important. Integration involves taking the actions necessary to identify the implications of the new information for our daily lives. During this stage of learning or change it is essential that we determine the specific implications of the new information—the action requirements or objectives for our personal or institutional growth. It is at this stage that we must also identify the knowledge and skills that we will need to accomplish these action objectives. Comments which might be heard during this stage of change include:

"The task force on physical education and athletics is working to design the total physical education curriculum to ensure an adequate variety of activities is provided to meet the needs of all students—males and females."

"One of my goals as an administrator is to analyze the decisions I make regarding the hiring and promotion of staff to make certain that my unconscious bias does not influence these decisions."

"Our Title IX implementation plans are well underway. Four task forces are planning various remedial action projects to ensure that we're meeting Title IX requirements."

Acceptance

The final stage of change is achieved when the new information acquired becomes so integrated with our behavior that it seems as if it has always been a part of our perceptions and understandings. At this point our behavior has been thoroughly modified as a result of the new information or insight. Comments which may be heard at this point include:

"We've worked steadily to reduce sexism in our educational programs and have made progress."

"The skills I've learned to combat bias in textbooks have improved all aspects of my teaching."

"Title IX has been an important motivation for improving our education programs and our relationships with the community."

Conclusions

This formulation of change suggests that people working for the implementation of Title IX and sex equity should observe the following guidelines for change:

- Remember that change and learning take time. Do not expect people to accept new ideas immediately.
- Anticipate that first reactions to change are likely to reflect emotions or feelings. Dealing with the affective impact of new information is often necessary before we can begin creative and rational problem solving.
- We should anticipate both our own reactions and the reactions of others as we move through the stages of change; we should not make inflexible judgments as to our own or others' ultimate reactions.

Facilities Checklist for Inservices

Event: _____

Date: _____ Location: _____ Time: _____

Person in charge: _____ No. of participants: _____

Have You Checked the Following?

	No	Yes	Not Applicable
Facilities			
1. large meeting rooms and small breakout rooms	☐	☐	☐
2. room setup arrangements	☐	☐	☐
3. tables for registration and display	☐	☐	☐
4. soundproofing of rooms	☐	☐	☐
5. location of rest rooms	☐	☐	☐
6. parking	☐	☐	☐
7. other _____	☐	☐	☐
Audiovisual equipment (include time equipment will be used and where it should be set up)			
1. public address system	☐	☐	☐
2. flip chart stands	☐	☐	☐
3. overhead projector, spare bulb, and screen	☐	☐	☐
4. film projector, spare bulb, and screen	☐	☐	☐
5. chalkboards	☐	☐	☐
6. tape recorder	☐	☐	☐
7. extension cords and three-prong plugs	☐	☐	☐
8. other _____	☐	☐	☐
Supplies			
1. newsprint	☐	☐	☐
2. felt-tipped markers	☐	☐	☐
3. tape	☐	☐	☐
4. pencils and pens	☐	☐	☐
5. grease pencils and blank acetate	☐	☐	☐
6. chalk and erasers	☐	☐	☐
7. note pads	☐	☐	☐
8. name tags	☐	☐	☐
9. preregistration lists	☐	☐	☐
10. signs indicating workshop location	☐	☐	☐
11. participant materials such as the agenda, work sheets, handouts, etc.	☐	☐	☐
12. other _____	☐	☐	☐
Refreshments			
1. items to be served	☐	☐	☐
2. time and location	☐	☐	☐
3. other _____	☐	☐	☐
Arrangements for consultants			
1. travel	☐	☐	☐
2. hotel	☐	☐	☐
3. other _____	☐	☐	☐

Sample Staff Development Activity

Gender/Ethnic Expectations and Student Achievement (GESA)

The following summary and program description is by Dolores A. Grayson and Mary D. Martin. Additional information may be obtained by contacting Dolores A. Grayson at the Gray Mill Foundation, Route 1, Box 45, Earlham, IA 50072; (515) 834-2431.

Objectives: GESA teachers will reduce disparity in teacher/student interaction as measured by classroom observations. Students in GESA classrooms will achieve significantly higher average gains in reading and mathematics as measured by pre- and post-achievement scores.

Why GESA? Although overt stereotyping is not as common as it was 20 years ago, subtler bias persists, hurting both males and females. The way teachers treat students reflects this bias. GESA examines five areas of disparity in the classroom and then encourages teachers to utilize research-based instructional strategies and resources to eliminate the disparities.

The GESA program is based on the premise that to ensure quality and excellence on an equitable basis, school districts need to address the issue of gender and ethnic bias directly in teachers' interactions with students. Once teachers have examined their own biases, as demonstrated by their own behavior toward male and female students, necessary curricular and other changes can be accepted more easily.

How Does GESA Work? School districts choose potential GESA facilitators to attend a three-day workshop given by GESA staff. Each facilitator then works with 20-36 teachers, who attend six monthly workshops. The teachers work in groups of four. After each workshop, teachers in each group observe in one another's classrooms, coding (by gender and ethnicity) the teacher-student interactions studied at the workshop. Each workshop also provides the teachers with resources to address specific curriculum issues in their classrooms.

Is GESA Successful? Yes! Pre- and post-observation and monthly summaries of coding sheets indicate that teachers participating in GESA have reduced disparities in their interactions with all students.

The GESA program is a culmination of eight years of collecting and comparing data and effective strategies.

Gender Expectations and Student Achievement (GESA) Facilitator Training Workshop Brochure

The following is taken from a brochure for a GESA workshop sponsored by the National Coalition for Sex Equity in Education and the Wisconsin Department of Public Instruction Sex Equity Program in April 1988.

Gender Expectations and Student Achievement (GESA)

When teachers adopt GESA techniques, both they and their students benefit. As measured by pre- and post-achievement test scores, students in GESA classrooms will achieve significantly higher average gains in reading and mathematics; teachers will reduce gender disparity.

Although overt gender stereotyping is less prevalent then it was 20 years ago, gender bias still persists in subtle forms and suppresses the abilities and motivation of both boys and girls. Bias is reflected in teacher interactions and teacher expectations of students' achievements. GESA examines five major areas of gender disparity: instructional contact, groupings, classroom control, enhancing self-esteem, and evaluation of student performance.

GESA is designed for classroom teachers at any grade level in any subject.

Participants who complete the three-day workshop will be able to return to their districts and identify 20 to 36 GESA participants who will take part in five monthly workshops.

How can teachers increase achievement through their interactions with students?

GESA highlights research on what happens between students and teachers in the classroom, suggests alternative behaviors, provides time for assimilation and practice, then lets teachers observe each other without evaluation. Those who complete this three-day training will be able to facilitate GESA sessions with teachers in their own districts.

Participants are often amazed to learn about the effects of gender differences in expectations of students.

Do you know the answers to these questions about what we do in classrooms?

Among boys and girls. . .

. . . who receives more teaching attention in the classroom?
. . . who is criticized more for incorrect response or failure to respond?
. . . who gets harsher reprimands when boys and girls are misbehaving equally?
. . . who gets reprimanded more for verbal disruptions? for aggressive behaviors?
. . . who gets more instructional contact but less instructional assistance?
. . . who gets rewarded three times more for creative behavior?

GESA is recognized nationally as effective in building quality education

The GESA program has been adopted in states including California (including the San Diego School District), Montana, Washington, Oregon, and Wisconsin.

Summary of Cooperative Educational Service Agency 10's "Equity Equals Excellence" Project

The following pages describe from its beginning an equity staff development program developed by CESA 10 in Chippewa Falls, Wisconsin. Sample agendas, pretests, and evaluation forms are included in this summary. For more information, contact Linda Riley at CESA 10, 725 West Park Avenue, Chippewa Falls, WI 54729; (715) 723-0341.

First Year: 1985-86

CESA 10 received a grant under the Carl D. Perkins Vocational Education Act to provide inservice workshops for teams of educators from 21 school districts. They spent the fall planning the workshops and developing written resources for workshop participants. There were three phases to the staff development design during this first year.

1. A three-hour Kick-Off Dinner Workshop was held on a school night. Dr. James Knight from Ohio State University spoke on "Building a Positive School Climate." More than 200 people attended and paid $9 for the dinner. A pretest [see page 78] was given to each attendee at this first meeting. The same instrument was given again at the end of the year to assist in measuring results of the project.

2. A series of one-day workshops targeting staff by discipline or job function was held from 8:30 a.m. to 4:00 p.m. Eight workshops were held within three weeks of the kick-off dinner. The workshops were designed to bring together to discuss sex equity at least one person from each of the 21 schools with others who have their same job. The groups were counselors; technology education and academic teachers; business education and marketing education teachers; special needs teachers; agriculture teachers; home economics and health teachers; district administrators; and principals. [See page 77 for a sample agenda and page 80 for an evaluation form from one of these workshops.] The workshops provided participants with a common equity planning format and explained that people were to meet with their local district colleagues and develop an equity plan.

3. After the eight one-day workshops, local teams met and created a written equity plan for their district.

Second Year: 1986-87

Four one-day workshops on common equity topics were held from 8:45 a.m. to 3:30 p.m. for educators from the 21 participating school districts. The topics were chosen based on common needs identified by staff from the districts. The following provides a short description of each workshop:

Workshop #1: K-12 Instructional Modules and Resources for Career Exploration

Consultants/Presenters: Rich Miesfeld, High School Guidance Counselor, Spencer; Barbara Voight, Elementary & Middle School Guidance Counselor, Spencer; and Jeanne Miesfeld, Elementary Teacher, Colby.

The presenters preview recently developed instructional modules and other resources available in the 1987-88 school year to districts through CESA 10. These

modules focus on developing self-concept, expanding options, gender equity, personal responsibility, economic self-sufficiency, nontraditional occupations, and career decision making.

WHO: Elementary and Secondary School Guidance Counselors
Elementary School Supervisors
Elementary and Secondary School Teachers

Workshop #2: Make a Brochure, Sell Your Program—Marketing Vocational Education and Vocational Equity.

Consultants/Presenters: James Stone, Division of Marketing Education, University of Minnesota; and Kim Steen, Communication Technologies, UW-Stout, Menomonie.

The purpose of this workshop is twofold. First, describes the basic principles of marketing and marketing vocational education and vocational equity. Second, it helps participants develop six to eight brochures to promote vocational education and vocational equity. Each participating district will receive a "camera ready" copy of each brochure developed for use at the local district level.

WHO: Vocational Instructors
Guidance Counselors
Special Education Instructors

Workshop #3: "Career Survival Kit"—For Teen Education and Employment: A Single Teen Parent Curriculum.

Presenters: Francie Lindner and Darcy Mellen-Sullivan, UW Vocational Studies Center.

Curriculum designed to target the special needs of single parents focusing on Life Management Skills, Career Decision Making Skills, and Resources. This curriculum would meet legislative mandates for providing opportunities that can lead to economic self-sufficiency for teen single parents. Each district may send two participants.

WHO: At-Risk Coordinators
School Psychologists
School Counselors
Single Parent Advocate or other appropriate persons

Workshop #4: Train a Trainer—Reviewing Educational Materials for Bias and Stereotyping.

Consultant/Presenter: Ruth Guidinas, Madison Metropolitan School District Public Schools.

Ms. Guidinas will present training and "hands-on" activities for detecting all types of bias (race, age, religious, gender, etc.). Participants will be prepared to provide inservices to staff at local district level.

WHO: Curriculum Directors
Secondary School Principals
Elementary School Supervisors

7-12 Vocational Instructors
K-12 Regular Education Instructors

Third Year: 1987-88

In the third year of the project, a workshop entitled "Preparing for the 21st Century: Changing Roles, Changing Families, Changing Jobs" was held for students from participating school districts; 192 people attended, including 155 students. [See page 81 for the workshop agenda and page 82 for the evaluation form.]

Fourth Year: 1988-89

Four of the 21 participating districts made a districtwide commitment to participating in the Wisconsin Model [described in this book]. A K-12 staff equity inservice was held in the third week of August to prepare everyone for the equity project. [See page 84 for the inservice agenda and page 85 for its evaluation form.]

In summary, the strengths of this staff development program are that they

- were scheduled over a period of several years;
- were developmental and built on the previous inservice sessions;
- were designed to bring together people in similar positions in a number of school districts for sharing and support;
- went beyond creating awareness to imparting skills; and
- led to concrete actions through the development of a plan or participation in a districtwide equity program.

First-Year Workshop Agenda: CESA 10's Equity Project

Equity Equals Excellence	**CESA 10 Vocational Equity Project**
Counselor Inservice *January 21, 1986*	
8:30	Registration
9:00	Welcome and Introductions
9:10	Planning for Change: Developing a Vocational Equity Plan Donna K. Boben
10:30	Break
10:40	Sex-fair Counseling Strategies James Knight
12:00	Lunch
1:00	Effective Techniques to Achieve Sex-fair Counseling Margaret Melleck
3:15	Inservice Evaluation
3:30	Adjourn

First-Year Pretest: CESA 10's Equity Project

Equity Equals Excellence
CESA 10, Spring 1986

Welcome! We are very pleased that you have chosen to participate in this exciting staff development project. Please take a few minutes to answer the questions below and place your completed form in the box near the registration table.

(Please Check) I am a Teacher ☐
a Counselor ☐
an Administrator ☐
Other _____

1. How important is the topic of sex equity in vocational education to you?

not important				very important
1	2	3	4	5

2. To what extent are sex-role stereotyping and sex bias present in your school district?

very little				a great extent
1	2	3	4	5

3. Do you believe that students in your district limit their occupational aspirations and choices because of sex-role stereotyping and bias?

do not limit				limit a great deal
1	2	3	4	5

4. Please rate the degree to which you feel each of the following groups support the goals of sex equity.

	not very supportive				very supportive
School Board and Administrators	1	2	3	4	5
Faculty and Staff	1	2	3	4	5
Community and Parents	1	2	3	4	5
Students	1	2	3	4	5

5. Please rate the amount of information, knowledge, and skills to promote sex equity in your school:

	very little				a great deal
that you have	1	2	3	4	5
that counselors have	1	2	3	4	5
that teachers have	1	2	3	4	5
that administrators have	1	2	3	4	5
that students have	1	2	3	4	5

6. To what extent would you like to be involved in equity activities in your school?

very little				a great deal
1	2	3	4	5

7. As an educator, what do you hope to gain by participating in this CESA 10 "Equity Equals Excellence" project?

8. What do you hope your school or entire district will gain as a result of this CESA 10 "Equity Equals Excellence" project?

First-Year Workshop Evaluation Form: CESA 10's Equity Project

Equity Equals Excellence Project
Inservice Workshop

_____
Staff Position

Directions: Please indicate your response by circling the appropriate number.

Workshop Objectives: Recognize the process for developing a three year vocational equity plan.
Investigate strategies and information for writing an equity plan.

	Not At All		Somewhat		To a Large Extent
Evaluation					
1. To what extent were the objectives of this inservice workshop accomplished?	1	2	3	4	5
2. To what degree were the explanation and written materials for developing an equity plan clear and understandable?	1	2	3	4	5
3. Were the small-group discussions helpful in identifying equity issues in the district which you serve?	1	2	3	4	5
4. Were an adequate number of resources provided to help analyze the degree to which sex bias may exist in the services provided through your staff position?	1	2	3	4	5
5. In your opinion, was there adequate discussion time available to clarify questions and concerns of the group?	1	2	3	4	5
6. Is your role in the development of the vocational equity plan clear?	1	2	3	4	5
7. Other comments, criticism, concerns:					

If you have additional questions or concerns, please contact one of the technical assistants listed in the equity plan guide.

Thank you for your cooperation and support of the equity project in CESA 10!

Third-Year Agenda: CESA 10's Equity Project

"Preparing for the 21st Century: Changing Roles, Changing Families, Changing Jobs"

Presenter: Amanda J. Smith, Durham, North Carolina

Holiday Inn
Eau Claire, WI
January 29, 1988

8:30–9:00	Registration—Juice, Coffee, Muffins
9:00–9:15	Welcome, Introductions, Housekeeping
9:15–9:30	Session 1: Working Together: Changes for Women and Men in the 21st Century
9:30–10:00	Case Histories
10:00–10:15	Session 2: Proving Sex Identity
10:15–10:30	Brainstorming Ways Society Expects Men & Women to Be Different
10:30–10:45	Session 3: Keys of Partnership • Skills • Games • Dating Standards • Emotional Expression
10:45–11:00	Break
11:00–11:30	Session 4: The Gift of Womanhood and Manhood
11:30–12:00	Session 5: For and About Men
12:00–12:45	Lunch
12:45–1:15	Session 6: Women's & Men's Working Styles
1:15–1:30	Session 7: Decoding Men's & Women's Emotions
1:30–2:45	Session 8: Acceptance & Approval: Nobody Appreciates Me!
2:45–3:15	Vocational Youth Group Projects
3:15–3:30	Evaluation
3:30	Adjourn

Third-Year Workshop Evaluation Form: CESA 10's Equity Project

"Preparing for the 21st Century: Changing Roles, Changing Families, Changing Jobs"

Presenter: Amanda J. Smith

Please Check: I am a ☐ Student ☐ Adult ☐ Female ☐ Male

DIRECTIONS: Please complete this evaluation form indicating your feelings about each session. This information will help us plan future programs.

Rating Scale:
5 = Very positive
4 = Positive
3 = Neutral
2 = Negative
1 = Very negative

Session #1: Working Together: Changes for Men and Women in the 21st Century/Case Histories 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #2: Proving Sex Identity 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #3: Keys of Partnership 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #4: The Gift of Womanhood & Manhood 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #5: For and About Men 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #6: Women's & Men's Working Styles 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #7: Decoding Men's & Women's Emotions 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Session #8: Acceptance & Approval: Nobody Appreciates Me! 5 4 3 2 1

What specific phrases or ideas did you agree with? Explain.

What particular phrases or ideas did you disagree with? Explain.

Conclusion

Are there any topics you feel should be added to the discussion?

Was there anything you wanted to say but didn't? What?

State briefly your reaction to today's workshop.

Thank You!

Fourth Year Inservice Agenda: CESA 10's Equity Project

"Four Stars"
K-12 Staff Equity Inservice
Thursday, August 18, 1988

Agenda

8:30 a.m.–9:00 a.m.	Registration—Coffee, Rolls
8:45 a.m.–9:00 a.m.	Welcome, Introduction, Housekeeping
9:00 a.m.–10:30 a.m.	Equity—Why Should I Care? Rev. Robert Worner, Arthur, North Dakota
10:30 a.m.–10:45 a.m.	Break
10:45 a.m.–12:00	Equity & Educational Excellence Barbara Bitters, Department of Public Instruction
12:00–12:45 p.m.	Lunch (provided)
12:45 p.m.–1:15 p.m.	Wisconsin Career and Vocational Gender Equity Assessment, Planning, and Action Model
1:15 p.m.–1:30 p.m.	CESA 10 FY89 Equity Project Linda Riley, CESA 10
1:30 p.m–2:00 p.m.	Breakout for Planning Abbotsford (room to be announced) Facilitator: John Cavanaugh Spencer (room to be announced) Facilitator: Linda Riley
2:00 p.m.–2:15 p.m.	Break
2:15 p.m.–3:00 p.m.	Equity Resources K-6 Teachers & Counselors Presenter: Barbara Voight, K-12 Guidance – Spencer 7-12 Teachers & Counselors Presenter: Rich Miesfeld, K-12 Guidance – Spencer Principals & Administrators Presenter: John Cavanaugh, Instructional Services Director – CESA 10
3:00 p.m.–3:30 p.m.	Wrap-up, Evaluation

Fourth Year Inservice Evaluation Form: CESA 10's Equity Project

"Four Stars"
K-12 Staff Inservice
August 18-19, 1988

Participant Reaction Sheet

Please fill out the following questions by giving your frank opinions and reactions to this inservice. Do not sign your name.

Female ☐ Male ☐

Job Title: _____

Program conducted at: _____ Date: _____

Have you ever attended a program similar to this? Yes ☐ No ☐

Inservice Content Evaluation

		Not New						Very New
1.	How new were the topics or materials to you?	1	2	3	4	5	6	7
		Very Limited						Of high Value
2.	How relevant or useful was the inservice to your work—did it meet your needs?	1	2	3	4	5	6	7
		Limited						Highly Effective
3.	How effective was the presentation in getting ideas across to you?	1	2	3	4	5	6	7

4. Was there enough opportunity for questions and discussion?

   Too much ☐ All that was needed ☐ Should have been more ☐

5. Do you feel the ideas and concepts can be immediately integrated into your work?

6. What was the *most* helpful information for you?

7. Was was the *least* helpful information for you?

		Poor						Excellent
8.	How would you rate the inservice overall?	1	2	3	4	5	6	7

Affirmative Guidance Strategy and Activities 8

Affirmative guidance strategies provide information and support for expanding career and life choices for both female and male students.

The Wisconsin Developmental Guidance Model (WDGM) presents three major developmental areas—learning, personal/social, and career/ vocational—as a framework for how this work can be accomplished. The WDGM is featured in the Wisconsin Department of Public Instruction's (DPI) publication *School Counseling Programs: A Resource and Planning Guide*. The developmental areas describe the types of life skills young people must attain in order to learn, to achieve academic success, and to prepare for satisfying and productive careers.

Equity competencies can become a part of each of these areas and can be conducted by guidance counselors, teachers, parents, and community members. Encouraging others to assist students in considering their options builds a strong program. It also infuses equity activities into other program imporvement areas. *Classroom Activities in Sex Equity for Developmental Guidance*, also published by the DPI, offers nearly 100 activities that may be integrated into the curriculum. Equity affirmative guidance strategies most often focus on

- providing students with current labor market and career information and encouraging them to expand career options;
- providing students and parents with information on changing social and economic conditions and on choices as they enroll in programs and courses;
- counseling students individually about work and life planning concepts and problems, such as sexual assault and abuse or developing trusting relationships and partnerships with the other sex;
- reviewing assessments, inventories, enrollment trends, and materials for equity infusion;
- planning and conducting career days, hosting career speakers, providing information to parents on career choices; and
- identifying and supporting programs conducted by community groups, universities, and technical colleges that promote and inform students about expanded career and life options.

Students need information about current and future labor trends in order to make sound career decisions. They also need to be exposed to many areas in order to develop a variety of interests and skills.

- Develop a *career resource center* to provide students with career and employment information such as current labor market information, including expected incomes and job/career projections. The center's materials should
  - —be reviewed for bias and stereotyping;
  - —promote nontraditional jobs for males and females;
  - —be up to date;
  - —reflect current and emerging occupations and employment trends; and
  - —be publicized to make students and staff aware of its existence and availability.
- Provide the students with current career information. This information is available to all Wisconsin schools in on-line format and in print from the Wisconsin Career Information System. In Wisconsin, contact the Vocational Studies Center, 964 Educational Sciences Building, 1025

West Johnson Street, Madison, WI 53706; (608) 263-2725. Every state has this type of service available; contact your state department of education for more information.

- Identify students' personal strengths, interests, and skills with sex-fair *career-interest assessments*. Once those qualities have been identified, encourage the student to pursue both traditional and nontraditional applications of them. Career–interest assessments can be incorporated into a broader assessment to help students focus their planning for high school courses as well as planning for employment.

A variety of career-interest tests are available. However, whichever one is used should first be reviewed for bias in items, language, and illustrations. In addition, the results should be interpreted in a sex-affirmative manner emphasizing career and life options.

- *Recruitment/course selection information* describing courses' content and activities can promote sex fairness through inclusive language, illustrations, and examples. In addition, nontraditional options can be offered in brochures and in oral presentation by students, parents, or others.
  - —*Minicourses* can introduce students to areas with which they are unfamiliar. These courses break "fear of the unknown" barriers through a "try it, you might like it" approach. Minicourses can provide students information on program content, introduce them to unfamiliar equipment, and give them an opportunity to explore classrooms which are new to them. Colleges, universities, and technical colleges also offer courses to help students explore nontraditional options.
  - —*Career fairs*, often sponsored by schools and/or community groups, help students learn about career choices from people employed in various fields. For example, "Expanding Horizons" workshops inform girls of careers in engineering, math, and science. "Choices," another workshop especially for girls, features female speakers who hold nontraditional and/or high wage/ high benefit jobs. These speakers serve as adult female role models for the girls attending the workshop.
- Keep teachers, counselors, parents, community members, and employers informed of *labor market trends and expanding options*.
- Invite people employed in nontraditional jobs to speak before classes, student organizations, club activities, and advisory committees. They may also serve as *mentors* to individual students. Ask the *speakers* to talk equitably about careers. When they do not, add to what the speakers say to provide balance. It may be helpful to provide speakers with guidelines for equitable language that they may use while developing their presentation.
- Provide *support* to students pursuing nontraditional programs. The two following strategies provide the support many students in nontraditional fields need and reduce the isolation they may feel.
  - —Organize *support groups* that help students currently enrolled in nontraditional programs as well as those considering entering such a program.
  - —Train *peer counselors and mentors* to give nontraditional students the individual attention and support they need to help them develop self-confidence, clarify their career goals, and deal with the pressures of being in a nontraditional field.
- Monitor *nontraditional students' progress* to identify how they are being encouraged and where there are problems. Monitoring also identifies students in need of more encouragement and/or those who are at risk of dropping out. Encourage teachers to create an accepting environment for these nontraditional students. Whenever possible, schedule nontraditional students in the same class.
- Avoid using negative *sex-typed expectations* regarding field of study, cocurricular activities, careers, life options, and lifestyles. Be alert to well-intended discouragement (i.e., "That field is difficult for a woman.") as well as more subtle behaviors, such as withholding approval or expressing doubts unwarranted by the student's record.
- *Be affirmative*; encourage students to pursue areas that reflect their individual interests and abilities. Remember, one of the principles of guidance counseling is to provide students with options rather than influence their choices based upon your personal biases. This requires that counselors be aware of their personal biases.

Tips and Concerns

- Be aware of your own stereotypes of the guidance role and function, sex roles, and occupational roles.
- Review and update local guidance philosophy, program, and activities.
- Be prepared for resistance to promoting expanded roles and nontraditional options. Explore this resistance with students and parents.
- Be aware that guidance counselors have specific responsibilities under Title IX.
- Be aware of biases that recruiters from the military, technical colleges, or universities may present; also, review their materials, such as brochures and flyers, for bias; return biased materials with an explanation of why they were not used.
- Infuse equity into the local developmental guidance program. Be sure to include equity in all three developmental areas: career/vocational, personal/social, and learning.
- View everyone as having a counseling function, including teaching and support staff, students, parents, and community members.
- When choosing career speakers, select male and female representatives from both traditional and nontraditional careers to avoid giving the impression that everyone works in a nontraditional career. When possible, include both male and female career speakers to emphasize that men and women can work in all jobs.

Suggested Resources

American Institute for Research. *Classroom Activities to Combat Stereotyping in Career Choice.* Palo Alto, CA: American Institute for Research, 1980. ED 187 887.

This classic resource provides K-12 student activities designed to reduce sex-role, race, and handicap stereotyping in career choice and career education.

Anderson, Tom, and Sheryl Barta. *Multicultural Nonsexist Education in Iowa Schools: Guidance and Counseling.* Des Moines, IA: Educational Equity Section, Iowa Department of Education, 1983. ED 236 524.

Includes definitions, rationale, goals and objectives, a self-evaluation checklist, and a bibliography.

Bitters, Barbara, and Melissa Keyes. *Classroom Activities in Sex Equity for Developmental Guidance.* Madison, WI: Wisconsin Department of Public Instruction, 1988.

A collection of classroom activities organized according to four stages of student development—elementary/primary, elementary/intermediate, middle/junior high, and high school—and categorized into three student competencies areas: learning, personal and social, and career and vocational.

Diamond, Esther E., ed. *Issues of Sex Bias and Sex Fairness in Career Interest Measurement.* Washington, DC: Career Education Program, National Institute of Education, Department of Health, Education and Welfare, 1975.

Examines the technical and social issues concerning vocational career interest surveys to create greater understanding and to suggest some acceptable answers.

Dougherty, Barbara, Jan Novak, and LaVonne Reschke. *Ready, Set, Go!* Madison, WI: Vocational Studies Center, University of Wisconsin, 1986.

This program focuses on assisting and guiding disabled women and girls with personal growth, career decision making, education and employment success, and securing necessary support services. Program materials, which are based on the experiences of 12 disabled girls and women, include a two-volume staff handbook, student/client workbook, and three videotapes.

Dunphy, Gail. *Careers Don't Come in Pink or Blue: A Career/Life Planning Workshop Guide for Teachers.* Providence, RI: Rhode Island Department of Community Affairs, 1985.

This guide helps educators teach students about career options and increases students' awareness of how sex bias and stereotyping negatively affects career and life choices.

Foxley, Cecelia. *Nonsexist Counseling: Helping Women and Men Redefine Their Roles.* Dubuque, IA: Kendall/Hunt, 1979.

Gilbert, Mary. *Choices/Changes: An Investigation of Alternative Occupational Role Models.** Newton, MA: Women's Educational Equity Act (WEEA) Publishing Center, n.d.

Twenty-nine mini-biographies, most written by students, explain why women and men from all walks of life choose to pursue nontraditional careers.

Guilfoy, Vivian. *Connections: Women and Work and Skills for Good Jobs.** Newton, MA: WEEA Publishing Center, n.d.

The three components of this program—a leader's guide, a game book, and a sound filmstrip—help inform girls and boys in grades 6 through 9 about nontraditional occupations, interest girls in a wider range of career alternatives, and encourage boys to support girls in pursuing such careers.

Gutek, Barbara A., and Laurie Larwood, eds. *Women's Career Development.* Newbury Park, CA: Sage Publications,1987.

Ten essays address career development issues for women.

Hansen, L. Sunny. *Born Free: Training Packet to Reduce Sex-Role Stereotyping in Career Development.** Newton, MA: WEEA Publishing Center, 1980.

This program, designed for K-12 and postsecondary educators as well as community and social service organizations, challenges participants to examine sex-role stereotyping and interpersonal behavior.

_____. *The Whole Person Book: Toward Self-Discovery and Life Options.** Book I. Newton, MA: WEEA Publishing Center, 1979.

This book includes imaginative activities that guide students to examine their values, talents, and interests. Students match their skills and personalities with occupational requirements as well as explore the personal and social reasons for their career choices.

Ligget, Twila Christensen. *The Whole Person Book: A Guide to Preservice Training.** Book II. Newton, MA: WEEA Publishing Center, 1982.

Six modules use experimental learning activities with critical readings to help future counselors and teachers identify their own biases. They also learn how to design courses that explore sex-role stereotyping and career development.

Los Angeles Unified School District. *CAREERWAYS: A Multimedia Real-life Career Education Program for Grades 7-12.* Contact Sharon Seib, Project Disseminator, CAREERWAYS, Los Angeles Unified School District, 1320 West Third Street, Los Angeles, CA 90017.

This program is designed to increase students' knowledge about the world of work and reduce the negative effects of stereotyping on course selection and career choice. Validated and disseminated by the National Diffusion Network (NDN).

Michigan State Department of Education, Office for Sex Equity. *A Sex Affirmative Model Program: Counseling and Guidance.* Lansing, MI: Michigan Department of Education, 1981. ED 266 377.

The program addresses four audiences: students, teachers, parents, and the community. Goals and activities are given for each group.

New York Department of Education. *Guidance and Counseling: Ensuring the Rights of Students.* Albany, NY: New York Department of Education, 1985. ERIC Document Reproduction Service No. 270 685. Available from Occupational Education Civil Rights, Technical Assistance Unit, New York Department of Education, Albany, NY 12234.

This publication includes activities designed to help students make informed career decisions and manage their lives—regardless of their sex, race, handicap, or national origin.

Pfiffner, Karen J. *Choosing Occupations and Life Roles.** Newton, MA: WEEA Publishing Center, 1983.

This four-volume guide for secondary teachers and counselors combats stereotyped thinking about career selection and helps stimulate informed, unbiased choices.

Steigler, C. B. *How to . . . Strategies for Sex Equity: The Role of the Counselor.* Frankfort, KY: Bureau for Vocational Education, Kentucky Department of Education, 1980. ED 189 457.

Monograph written to assist guidance counselors in fulfilling their role in achieving sex-fair vocational education. Discusses complying with the law, examining personal attitudes, screen-

ing tests, and developing and collecting materials.

Stein, Nill, and Pooley. *Thinking and Doing: Overcoming Sex Role Stereotyping in Education*. Honolulu, HI: Hawaii Educational Equity Program, University YWCA, n.d.
Career awareness activities for students.

Stuve, Lynn. *Expanding Options*.* Newton, MA: WEEA Publishing Center, n.d.
A comprehensive training package for anyone who provides sex equity training for various groups within the educational community--teachers, students, parents, administrators, counselors, and support staff.

Wisconsin Department of Public Instruction. *Freedom for Individual Development*.* Newton, MA: WEEA Publishing Center, n.d.
Four training modules form an effective program that enables participants to respond constructively to everyday circumstances that occur at school and within school districts. Program materials focus on the role of the community, girls in vocational education, sex-fair teaching methods, and positive guidance and counseling techniques.

* Available from the Women's Educational Equity Act (WEEA) Publishing Center, Education Development Center, 55 Chapel Street, Suite 200, Newton, MA 02160; customer services: (800) 225-3088.

Fact Sheet on Sex Stereotyping in Achievement, Personality, and Interest Measurement

Adapted from *Expanding Adolescent Role Expectations* by Charlotte J. Farris. Ithaca, NY: Cornell University, New York State College of Human Ecology, 1977. The original text has been changed or expanded upon to accommodate the issues, concepts, and languages used in this publication.

Title IX legislation prohibits use of any interest or occupational inventory for appraising or counseling students that requires or permits differential treatment on the basis of sex.

Sex discrimination, stereotyping, and bias found in measurement instruments have been due to

- procedures used for developing instruments.
- specific terms used in items.
- content or examples used for items and responses.
- procedures for administering an instrument.
- separate sex forms.
- separate sex norms.
- manuals and criteria for interpretation of results.

In an analysis of 27 achievement test batteries from seven major test publishers,

- all but one had a higher ratio of male to female nouns and pronouns.
- two to 14 male nouns or pronouns for every one female noun or pronoun was found for 19 batteries.
- the ratio usually increased with grade level.
- males were portrayed mainly in traditional male activities.
- women were portrayed almost exclusively as homemakers or in pursuit of hobbies.
- young girls were usually involved in household, indoor, stereotyped activities.
- various items implied the majority of professions were closed to women.[10]

An analysis of 29 achievement test batteries for nine major test publishers replicated the above results and also found

- most biographies were about men.
- male sex-stereotyped behaviors were reinforced when males were shown condescending toward females.
- content bias in favor of males appeared to be a function of content selection rather than language usage.[15]

College Admission Testing program materials tend to show the same biases as achievement tests, and manuals and student booklets used in interpreting results usually portray the college candidate as a male.[15]

Personality tests such as the Minnesota Multiphasic Personality Inventory and the California Psychological Inventory are listed in Duros's male versus female scores.[4]

Differential treatment of the sexes in the development of occupational and interest inventory scaes with separate forms and norms has

- limited both sexes from being provided a complete picture of their interests,
- perpetuated traditional career patterns for both sexes, and
- excluded each sex from some occupations included for the other.[12]

Frequently used interest inventories have had separate norms for males and females. These have included the

- Strong Vocational Interest Blank,
- Kuder Occupational Interest Survey,
- Ohio Vocational Interest Survey, and
- Vocational Preference Inventory.[7]

The Strong Vocational Interest Blank also limited the number of occupations presented to women, had a different form for each sex, and used an antiquated masculinity-femininity scale for interpretation of results.

The Kuder Occupational Interest Survey provided 57 occupations for females, 20 less than the number provided for males and did not include prestigious professions for women in the college major scales.[13]

These criticisms have been attended to with a new interpretive leaflet for the Kuder Occupational Interest Survey (Form DD) and a new Strong-Campbell Interest Inventory, but the former materials are still in use.

Manuals for interpreting results of occupational and interest inventories

- have been oriented toward males,
- frequently have had subtle implications that could bias counselors when interpreting results for females, and,
- have not dealt with the effects of sex-role stereotyping on occupational choices.[15]

In experiments where special instructions were given to females to reduce the effect of sex-role stereotyping and role conflict on their responses

- they reported different areas of occupational interests, and,
- their scores on occupational scales increased.[2]

General Guidelines[1] for Selection of Sex-Fair Measurement Devices

The first ten guidelines apply to selecting sex-fair achievement and intelligence tests and personality, occupational, and basic interest inventories. The last two are specifically for personality or occupational and basic interest inventories.

Terms

1. Do specific items in the tests and inventories use gender-neutral terms such as "their," "they," "people," and "humans," rather than "he," "him," "men," and "mankind"?

Items

2. If gender-specific content or examples are used, such as "a woman drives 40 miles . . ." "a man purchases three pounds of meat at . . .";
   - are both sexes equally represented?
   - are both sexes represented in a broad variety of activities rather than stereotyped ones?

Forms

3. Is there a common form for both sexes? If not,
   - is it shown empirically that the separate forms are more effective in minimizing sex bias?
   - are items on the separate forms gender-neutral, are both sexes usually represented, and represented in nonstereotyped activities? (See 1 and 2 above.)
   - are there instructions on how to use both forms with both sexes? (This is recommended to reduce sex-stereotyping effects when there are separate forms.)

Norms

4. Are the norms the same for both sexes? If not,
   - are both sets of norms used with both sexes for interpreting results?
   - are they reported in a way that minimizes rather than maximizes differences between the sexes?
   - is there a justification for separate norms that is not based upon sex-stereotyped beliefs, attitudes and past expectations?

5. Are the norms for reporting and interpreting results based on
   - fairly recent data?
   - representative and appropriate samples that include both males and females?

Manual

6. Do publishers/authors explain how they have attempted to eliminate sex bias?

7. Does the manual discuss and caution against possible environmental, social, cultural, and user biases?

8. Are directions for administering the instrument free of sex-specific examples and references that could influence respondents?

Manual and Student Report Form

9. Are the discussions and examples provided for interpreting results gender-neutral, balanced and nonstereotyped? (See 1 and 2.)

10. Will the student report form reduce rather than reinforce sex-stereotyped norms, expectations, and characteristics? (That is, can both sexes indicate high concern for others without that concern being interpreted as a feminine rather than a human characteristic?)

Occupational and Basic Interest Inventories

11. Will interpretation of results expand options and provide broad rather than limited areas of interest and encourage freedom of choice? (That is, an area of interest related to a variety of activities rather than sex-stereotyped ones.)

12. Will a male with interests related to the medical profession be provided with occupational options such as nursing and medical technician?

References on Testing and Measurement

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Recruitment of Nontraditional Students

Adapted from *Fostering Sex Fairness in Vocational Education: Strategies for Administrators* by JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: National Center for Research in Vocational Education.

Although Title IX forbids sex segregation in traditional curriculum areas such as home economics and technology education, many schools have found that just removing sex restrictive titles does not change enrollment patterns. Students remain bound by their own role expectations and ignorance of the full range of educational and career possibilities. They need repeated encouragement and support as well as good reasons to try something outside of their original expectations.

Here are some of the many ways counselors, administrators, and teachers can encourage nontraditional enrollees in traditional areas.

Introductory courses. All students can be encouraged to regard the beginning classes in any area as an opportunity for exploration. Course descriptions and related publicity materials can be written to emphasize this aspect, inviting students to enroll who might not ordinarily do so because of sex, race, ethnicity, social class, or other characteristics different from the "norm" student in that program. Teachers should encourage such exploratory enrollments and provide special assistance to students who may not share the informal background in the skill area of the typical enrollee.

Minicourses. Brief units on sex stereotyping and vocational education can be incorporated into the curriculum of introductory required courses such as English or social studies, following the popular career education ideal of "mainstreaming" career education information into the curriculum.

Orientation programs. As a part of the regular orientation for new students, emphasize that male and female enrollees are welcome in all areas of the school. Any introductory audio-visual materials should portray both males and females as students, workers, and teachers. Written materials also should not give the impression that the program is only for one sex. One section of the orientation could deal with sex stereotyping. Films and other resources are available to introduce the topic with students.

Career fairs. Many schools sponsor career fairs in which students are given an opportunity to talk to potential employers or individuals knowledgeable about occupational openings. Special efforts can be made to emphasize that all jobs are open to both sexes. And many employers, facing affirmative action requirements, may be more than happy to cooperate. A special display on people in nontraditional careers can be included. If the community has a special project for nontraditional placements, the project staff may be willing to operate the display.

Student-developed promotion. Student-developed resources can continue to be available for future events involving parents and the community. In one school, photography students assembled a slide presentation showing boys and girls working together in home economics and technology education classes. Students of another school videotaped guest speakers from nontraditional occupations.

Class assignment procedures. Class assignment procedures should be examined for any formal or informal tendencies to steer students into any class by sex.

Retention of Nontra[illegible]onal Students

Adapted from *Fostering Sex Fairness in Vocational Education: Strategies for Administrators* by JoAnn M. Steiger and Sue H. Schlesinger. Columbus, OH: National Center for Research in Vocational Education.

The emphasis on recruitment in the preceding page focused on seeking the broadest possible range of students for career exploration purposes. For many nontraditional students, this is the only way to discover if they have the interests and talents required by a nontraditional occupation. Many students will conclude that their careers should be elsewhere. Others will discover a deep interest in the field and decide to pursue it. Among nontraditional students, a third category is common: those who discover interest in and aptitude for the subject but who decide that the ridicule and harassment they suffer is not worth it. It is this last group that should concern the teacher, counselor, and administrator.

On the one hand, the nontraditional student has to be realistic about potential problems on the job that are foreshadowed by harassment from peers and, occasionally, instructors. On the other hand, it is possible to strengthen a student's will to succeed. Positive steps can be taken to help a student withstand these pressures, resulting in an improved retention rate for nontraditional students. These include the following:

Teacher training. All vocational education teachers should receive inservice training in dealing with sex bias and sex stereotyping. Research has documented the importance of teacher behavior. Many times a male vocational education teacher is credited with being the key person in a woman's decision to pursue a nontraditional career.

Scheduling. When possible, schedules should be arranged so that several students of the nontraditional sex are in the same class. The more there are, the fewer the problems. There are tremendous pressures on a lone girl or boy in a class. A small group provides both companionship and mutual support for its members and makes the enrollment of members of the other sex seem more "usual" to the majority group.

"Break-in" classes. One of the major problems nontraditional enrollees face is lack of familiarity with terms, tools, and conventions. Special introductory briefing sessions at the beginning of the semester can go far toward eliminating this stumbling block and can help prevent early dropouts.

Supportive counseling. Particularly in cases in which a single student is pioneering a nontraditional enrollment, ready availability of a supportive counselor is crucial. The student may be facing extraordinary emotional stress in early weeks and months and may need sympathy and encouragement. The counselor can also serve as an intermediary with the teacher if problems arise.

Physical training. Girls and women who are seriously interested in careers that require certain kinds of physical strength and endurance, including many of the jobs in the skilled crafts, may need special physical training programs. Skills and abilities that most boys develop through participation in games and sports are often underdeveloped in girls and women. Upper body strength is the area of greatest difference. Programs focused on placing adult women in traditionally male jobs have found that a physical fitness program is an essential component of vocational preparation for their clients.

Program for Nontraditional Careers for Women

The following example presents correspondence from a Milwaukee Trade & Technical High School vocational counselor to parents whose daughters are enrolled in the school's career program and to the school's alumni. Also included is a copy of the follow-up survey sent to the alumni. The original survey was printed on a computer-readable form.

Introductory Letter

February, 1982

Dear Parent:

We sincerely hope that your daughter's experience in our exploratory shop has been positive.

One must realize that the future job market, careers, and technological needs are in the area of nontraditional occupations. To further this end, Tech's goal is to place as many of our female students as we can in "new" careers free of sexual barriers. We are proud that our female graduates working in nontraditional careers have benefitted from them financially and have found them personally rewarding. We need more women to pursue alternative careers and your daughter's skills and ability can be put to this end from sophomore to senior year. Hands and minds complement each other.

To enhance the goal of nontraditional careers for women, we will aid and counsel your daughter in helping her choose a career that will meet her needs and interests in an ever changing society. We are in a position to help guide your daughter and assist her in achieving success.

Sincerely,

R.L. Holzman
Vocational Counselor

You are welcome to come when your daughter will be counseled on _____
(Date)

at _____.
(Time)

Milwaukee Trade and Technical High School Follow-Up Letter

December 1982

Dear Alumna:

The number of freshmen girls enrolled at Tech has grown from the original 12 in 1972 to 186 in September, 1982, or 30 percent of the total freshmen enrollment. During this ten-year period a total of 520 females graduated from Tech. We are proud that most of these female graduates who are working in nontraditional careers have benefitted from them financially and have found their careers personally rewarding.

Our immediate goal is to increase the number of freshmen females enrolled to 50 percent of the total freshman enrollment at Tech. In order to meet the needs of prospective students, we solicit your input in developing curriculum for nontraditional careers as well as establishing an atmosphere that is supportive of students in nontraditional careers.

Kindly take a few minutes to fill out the attached survey and return it in the enclosed envelope by January 31, 1983. Your cooperation is highly appreciated.

Sincerely,

R.L. Holzman
Vocational Counselor

R.T. Temple
Principal

Enclosures

Milwaukee Technical High School Graduate Follow-Up Study

This sample survey closely resembles the format of the original follow-up survey, which was printed on a form that allowed for the responses to be computer scored.

_____

Last Name First Name Initial

_____

Address

_____

City State Zip Code

Telephone_____

Birth Name _____

Tech/Trade Program _____

All information provided in this survey will be handled in the strictest confidence. No names will be associated with reported results. Copies of the reports will be provided upon request.

Tell us about your Educational Experience at Tech!

To what extent did the following factors influence your decision to enroll in a Trade/Technical Program that has been traditionally reserved for male students only?

		A great deal	Somewhat	Slightly	Not at all
1.	Career materials	a	b	c	d
2.	Female roles models in nontraditional careers	a	b	c	d
3.	Films, T.V. programs or other media which show females in nontraditional careers.	a	b	c	d
4.	Former Tech graduates	a	b	c	d
5.	Occupations class at Tech	a	b	c	d
6.	Parent's occupation	a	b	c	d
7.	Peer models	a	b	c	d
8.	Middle/Junior High Career Day Program	a	b	c	d
9.	Tech is a safe school	a	b	c	d
10.	Work experience	a	b	c	d

To what extent did the following factors influence your decision to select a career in this specific Trade/Technical Program?

		A great deal	Somewhat	Slightly	Not at all
11.	Your academic test scores	a	b	c	d
12.	Your Small Aptitude (ability to learn) test scores	a	b	c	d
13.	Your Vocational Interest Inventories Profiles	a	b	c	d
14.	Your counselor's advice	a	b	c	d

To what extent did the following working conditions/environment, personal requirements, academic ability, etc. influence your decision *not* to select a career in other Technical/Trade Programs?

		A great deal	Somewhat	Slightly	Not at all
	Working in an area where . . .				
15.	. . . prolonged standing, kneeling, squatting, lying down, bending, stooping, working in cramped quarters and exposure to cold, hot, and inclement weather is common.	a	b	c	d
16.	. . . dangers of sharp machinery and equipment are encountered.	a	b	c	d
17.	. . . physical strength to move heavy materials in all types of weather is mandatory.	a	b	c	d
18.	. . . the danger of falls from high places is a risk.	a	b	c	d
19.	. . . mathematical ability is of prime importance.	a	b	c	d
20.	. . . teachers and students displayed negative attitudes toward students enrolled in nontraditional programs.	a	b	c	d

When you were a student at Tech, how well informed were you about the following factors relative to future trends for female employees in your chosen Technical/Trade Program?

	Very Informed	Often Informed	Sometimes Informed	Never Informed
1. Advance training/education opportunities	a	b	c	d
2. Employment opportunities	a	b	c	d
3. Hours and wages	a	b	c	d
4. Personal requirements	a	b	c	d
5. Working conditions	a	b	c	d

COMMENTS:

When you were a student at Tech, how often were you encouraged by the following persons to pursue a career that was traditionally reserved for male students only?

	Very Often	Often	Sometimes	Never
6. Administrators	a	b	c	d
7. Counselors	a	b	c	d
8. Students	a	b	c	d
9. Teachers	a	b	c	d
10. Your parents	a	b	c	d

COMMENTS:

Overall, how would you rate the attitude of the following groups toward female students in traditional, all-male shops?

	Very Positive	Positive	Negative	Very Negative
11. Female students	a	b	c	d
12. Female teachers	a	b	c	d
13. Male students	a	b	c	d
14. Male teachers	a	b	c	d

Employment Since You Graduated From Tech

	Directly related to Tech/Trade area	Unrelated to Tech/Trade area	Not at all
Did you obtain fulltime employment			
15. . . . soon after graduating from Tech?	a	b	c
16. . . . after completing an apprenticeship?	a	b	c
17. . . . after attending a vocational technical school?	a	b	c
18. . . . after completing a 2-year college?	a	b	c
19. . . . after completing a 4-year college?	a	b	c

Training/Education Since You Graduated From Tech

20. Have you received additional training/education since you graduated from Tech?

a. Yes b. No

If you have received additional training, what is the *highest level* of training/education you have received . . .

1. . . . in your same or related Trade Technical Program? _____ (fill in a letter from below)

2. . . . unrelated to your Trade/Technical Program? _____ (fill in a letter from below)

a. Apprenticeship
b. Technical/Vocational school
c. 2-year college
d. 4-year college
e. Graduate school

Present Status

	Full-time	Part-time	Not At All
Are you presently . . .			
3. . . . employed in a job RELATED to your Tech/Trade area?	a	b	c
4. . . . employed in a job UNRELATED to your Tech/Trade area?	a	b	c
5. . . . attending school in an area RELATED to your Tech/Trade area?	a	b	c
6. . . . attending school in an area UNRELATED to your Tech/Trade area?	a	b	c
7. . . . a full time homemaker?	a	b	c

8. If you are employed fulltime (35 hours a week or more), what is your total annual salary or wage?

   a. $6,000 or below
   b. $9,000 - 11,999
   c. $12,000 - 14,999
   d. $15,000 - 17,999
   e. $18,000 and above

9. What is your racial/ethnic background?

   a. Asian
   b. Black
   c. Hispanic
   d. Native American
   e. White
   f. Other (Specify) _____

10. What is your marital status?

   a. Married
   b. Single
   c. Separated
   d. Divorced
   e. Widowed

Future Directions

Please help us! What recommendations would you offer . . .

11. . . . for improving the curriculum at Tech?

12. . . . for improving students' image of themselves?

13. . . . for improving the attitude of students and teachers of one sex toward students and teachers of the other sex?

14. . . . to students who are considering enrolling in a Technical/Trade Program at Tech?

■ Affirmative Guidance Strategy Activity

CHOICES Workshop

The following is a brochure advertising a CHOICES (Creating Healthy Options, Investigating Careers, Experiencing Self) workshop for girls in grades 6 though 9, their parents, teachers, and guidance counselors, which was held in April 1986. All the workshops were conducted by women who work in the career described in the workshop offerings.

Choices and Challenges—Technology and Life Work

Goals: To encourage young women

. . . To learn about careers and meeting exciting women in them

. . . To expand life/work options by exploring choices

. . . To realize their potential in math and science

. . . To have some fun and say YES, I CAN!

Workshops

Each participant will select, in order of preference, six workshops. We will attempt to schedule three of your six choices.

Evaluators Count: Learn about vocational evaluation, the unfamiliar career.

Cut and Sew: A surgeon discusses aspects of her profession, which include prevention, detection, treatment, and follow-up.

Computers—A Big Byte in Your Future: With computers entering into almost every aspect of the business world, what possibilities are opening up for a challenging career?

Heads Up for Perfect Posture: How physical therapy can help you have better posture. Learn what's involved in a spinal exam.

In Public View as a Wisconsin State Trooper: Find out if you have what it takes to become involved in police work—enforcing traffic laws and serving users of Wisconsin highways.

A Career in Television—All Glamour and Glory: Find out what happens in the TV newsroom, how to conduct an interview, and how to rewrite wire copy.

Papering, Painting, and Light Carpentry: Learn how to build and repair wood articles and perform other home maintenance chores.

Night Court, People's Court, Divorce Court—What's It Really Like? Find out what the "typical" day in the life of a lawyer is like.

Don't Break Your Back to Be Special in This World—Bend with the Times and Go Chiropractic: Modern health care for a modern world.

Women Wizards: An adventurous path to an exciting career in chemistry.

My Mother Always Told Me I Should Be a Doctor: How to do a physical on your pet.

A Look at Bones and Blood: Learn how lab and x-ray personnel aid physicians in diagnosing and treating diseases.

Women Scientists in the Workplace: Join two 3M engineers as they demonstrate women's contributions in the field of engineering.

Showers and Sunshine: Learn the ins and outs of soil testing, golf course greenskeeping, and making sure it all keeps growing.

Pharmacist's–Modern Medicine Men (Women): Ever wonder what goes on behind the counter in a drug store? Come and take a peek.

Women Pilots—A Career Opportunity: Find out what's up in aviation and how to get there from here.

Bold Face: Your Name Is in the News: A *County Today* reporter tells what life as a newspaper journalist holds for you.

Curricular Strategy and Activities 9

For educators to develop and implement sex-fair curriculum, they must be able to recognize sex-role stereotyping and bias. Educators need to devote informed attention to the goals of equity and how they can be achieved within three basic teaching-learning processes: the learning environment, teacher-student interaction patterns, and the curriculum. These basic processes should provide activities that are designed to weave equity into the fiber of each course and program. Conscious, planned, and active steps must be carefully taken to include equity-related concepts, skills, and knowledge in the curriculum at each stage of development and implementation.

In the early 1970s, checklists provided the prime strategy for achieving equity through curriculum. (See chart on page ix). These were designed primarily to address the goal of nondiscrimination removing overt barriers to equity access, treatment, and opportunity.

This model suggests a more inclusive approach. As the curriculum is redesigned, instructional objectives and activities encompassing equity concepts need to be infused. Curriculum planners and implementers need to include student equity competencies to develop the knowledge and skills necessary for economic self-sufficiency and equal employment opportunity. Infusing equity involves more than an add-on equity unit or equity activity. It becomes an all-encompassing goal, a common thread through the curriculum process.

As educators revise, develop, and reconstruct the curriculum, it is a prime opportunity to ensure that equity issues are identified and infused in every subject area.

- Comply with the letter of the *nondiscrimination laws*. Review the policies and practices of the entire school district and each staff member. Federal and state laws prohibit discrimination in admission to any course or activity and prohibit separate courses for students on the basis of sex, race, or handicap.

  Investigate and change as needed any course descriptions, counselor practices, effects of prerequisites on enrollments, effects of the master schedule on nontraditional exploration, and many other access-related issues.
  - —Review policies and procedures for *compliance*.
  - —Examine how policies and procedures go beyond the letter of the law to build *equitable environments*.
  - —Review *course descriptions* in handbooks and other publications.
  - —Examine the *master schedule*.
- Neutralize stereotypes and bias in *existing instructional materials*. Review instructional materials, language, course objectives and activities, and vocational student organization activities to determine if they are based on, rely on, or communicate stereotypes or traditional biases that "attribute behaviors, abilities, interests, values and roles to a person or group of persons on the basis of their sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability" (PI 9, Wisconsin Administrative Code).

— Develop and implement guidelines for the local *text selection* process to examine materials for sex bias, stereotyping, and discrimination.
— Analyze *existing books* and other instruction resources for bias.
— Monitor *take-home materials* to ensure that they contain sex-fair language.
— Share *sex-fair materials* with others.
— Use "nonexamples," those which are stereotyped and biased to build student awareness of the equity issue.
— Analyze *student-teacher interaction patterns*.

• Review the *existing curriculum* and seek to attract and meet the interests and needs of both male and female students. Take positive and ongoing steps to identify and meet, through revision and supplementation of the curriculum, the interest and needs of students who have not traditionally enrolled in a particular course.

However, reaching out to the nontraditional student creates a troublesome paradox. To attract the nontraditional student, one needs to appeal to their interests, which frequently are based on stereotypes and bias. Without intervention and redirection, this encouragement could reinforce and perpetuate the very stereotypes and biases that equity tries to neutralize.

— Implement *recruitment strategies* aimed at nontraditional opportunities and skills that, in the past, have been considered appropriate only for traditional students.
— Provide *role models* in a variety of nontraditional occupations, including entry-level and advanced jobs.
— Review and change as needed the *classroom environment* to eliminate "one sex only" images and to promote messages that encourage participation by nontraditional students.
— Supplement the curriculum concerning the *changing roles* of males and females.
— Examine and neutralize as needed all forms of *sex bias*, especially communication/ linguistic bias, by teachers and students.
— Encourage *library/media center staff* to promote books and other materials that feature people in nontraditional roles.
— Identify sources for *nonsexist materials*. Get on mailing lists for companies and organizations providing nonsexist materials.
— Promote sex fairness in *vocational student organizations* by
  • holding *joint activities* between organizations that are dominated by one sex.
  • planning the organization's activities so they engage the interest of both males and females.

• Reconstruct the curriculum to develop *new knowledge and skills* for students based on changing roles, responsibilities, and conditions. Include new instructional objectives and activities that embrace equity concepts and goals for both male and female students. While some courses lend themselves more directly to the discussion of equity ideas, the entire program and curriculum needs to embrace and support new equity-related knowledge and skills.

Currently, few models of reconstructed curriculum exist to draw upon, so each educator must carefully examine assumptions underlying the current or projected curriculum. Consider the following questions when redesigning the curriculum.

— Has the new body of knowledge on changing roles and sex-role stereotyping been incorporated into the curriculum?
— Will the curriculum give students skills for the future, or does it reinforce the sex and occupational roles and responsibilities of a bygone era?
— Do instructional objectives facilitate critical thinking about the impact of major social and economic changes on the individual, the family, and on work?
— Will students truly be prepared for the dual roles of work of the family and work in the paid labor force?
— Will both female and male students have a greater respect for traditional "women's" work?
— Will both female and male students be prepared for the work partnerships of the future business world?
— Can trust be built between the sexes, leading to greater teamwork and productivity for business and industry?
— Will new curriculum lead to greater understanding and appreciation of both men's and women's experiences, needs, perspectives, values, and futures in the rapidly changing world of work?
— Will instructional activities lead students to broader, more flexible definitions of masculinity and femininity?
— Will students feel free to enroll in courses nontraditional for their sex and be prepared to accept and support nontraditional coworkers in the future?

Tips and Cautions

- Equity can be included informally (e.g., teacher/student talks) as well as formally (e.g., work sheets, assignments) in the curriculum.
- The first inclination may be to "add on" equity activities; however it is best to infuse and integrate equity into the curriculum.
- If the existing curriculum is viewed as being inflexible, teachers may perceive equity as something to be added on (i.e., one more thing to teach) rather than infused.
- While beginning efforts—such as evaluating texts for bias—often are easier, don't stop there; it is building over time that works most effectively.
- Don't rely on textbook companies that claim they have reviewed their books for bias and stereotyping.
- Be aware that some curricular areas, such as family and consumer education, naturally lend themselves to equity connections. In areas where the connection may be less clear, such as in mathematics, teachers can infuse equity by modifying their classroom examples and through equitable student-teacher interaction.
- Infusing an equity program throughout the K-12 curriculum is most effective as it has an effect on all grade levels.
- Infusing the equity program into the curriculum is a superb opportunity to address equity and to achieve "excellence in education."
- Be aware of student employment, placement, work experience, and equity issues.

Suggested Resources

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning*. Santa Barbara, CA: Advocacy Press, 1984.

This publication, considered a precareer education curriculum, provides written activities in journal style to help young men become aware of career and changing sex-role issues. It is designed to be used with *Choices* (see next entry).

_____. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning*. Santa Barbara, CA: Advocacy Press, 1983.

This classic resource, considered a precareer education curriculum, uses journal style to heighten young women's awareness of career and changing sex-role issues.

Bingham, Mindy, and Sandy Stryker. *More Choices: A Strategic Planning Guide for Mixing Career and Family*. Santa Barbara, A: Advocacy Press, 1987.

A continuation of *Choices*, this guide provides additional direction and planning ideas with an emphasis on managing both career and family.

Bitters, Barbara. *Equity and the Vocational Curriculum*. Madison, WI: Bureau for Vocational Education, Wisconsin Department of Public Instruction, 1987.

Describes four stages of infusing equity into the vocational education curriculum; includes a discussion on student equity competencies.

Cain, Mary Alexander. *Boys and Girls Together: Nonsexist Activities for Elementary Schools*. Holmes Beach, FL: Learning Publications, 1980.

Provides 247 pages of advice and activities for nonsexist education.

Educational Equity Center for the Pacific. *Oceans of Options: Sex Equity Lessons for the Classroom*. San Francisco: Far West Laboratory for Educational Research and Development, 1983.

These sex equity activities, which include bias-free career education materials, are designed for elementary school children.

Equal Goals in Occupations Project. *Rainbow, Shave Ice, Crackseed, and Other Ono Stuff: Sex Equity Goodies for the Classroom*. Honolulu, HI: Office of the State Director of Vocational Education, 1984.

These sex equity activities, which were created from vocational equity classics, are for use in vocational education classrooms for grades 7 through 12.

Farris, Charlotte, et al. *Move On Together: Classroom Activities for Vocational Equity*. Utica, NY: Project MOVE, State University of New York, 1981.

A collection of 50 tested classroom teaching activities by occupational course; a good example of how to infuse equity into existing vocational education courses.

Gassman, Roberta, and Nancy Deutsch. *Increasing Options through Life/Work Planning*. Madison, WI: Wisconsin Department of Public Instruction and Women's Education Resources, 1986.

A life/work planning workbook based on the Bolles model for students 13 through 18 years of age. It stresses the need for both boys and girls to prepare for the dual roles of paid work and the work of the family. Used extensively by counselors, home economics teachers, and in Job Training Partnership Act (JTPA) programs.

Gassman, Roberta, Nancy Deutsch, and Lonnie Weiss. *Maximizing Options for Students in Business*. Madison, WI: Wisconsin Department of Public Instruction and Waunakee Community Schools, 1983.

These instructional materials for grades 9 through 12 present important and emerging issues in business education, the impact of microcomputer technology, sex equity, occupational segregation, wage inequity, and career survival and upward mobility skills.

Michigan Career Education and Vocational Education Resource Center. *Achieving Sex Equity Through Students (ASETS)*. East Lansing, MI: Michigan State University, 1984-85.

After raising student and teacher awareness of sex equity in career and vocational education, this model provides a guide for teams of male and female students to work with younger students in their home school.

Parker, Barbara. *Nonsexist Curriculum Development: Theory into Practice*. Boulder, CO: Women's Studies Program, University of Colorado, 1984.

This resource describes a semester-long course and includes all materials for 13 units and annotated bibliographies.

Sadker, David. *Being a Man: A Unit of Instructional Activities on Male Role Stereotyping*. Washington, DC: The American University, 1980.

A classic resource for middle/junior and high school students that provides classroom strategies and eight lesson plans exploring attitudes and feelings about male sex roles and stereotypes.

Schniedewind, Nancy, and Ellen Davidson. *Open Minds to Equality: A Sourcebook of Learning Activities to Promote Race, Sex, Class, and Age Equity*. Engelwood Cliffs, NJ: Prentice Hall, 1983.

This 271-page sourcebook is geared for elementary and middle school teachers and students.

University of New Mexico. *Choosing What's Best for You*. Albuquerque, NM: University of New Mexico, 1982.

This student workbook provides exercises on self-image, relationships, education, and career futures. All exercises infuse equity concepts and provide students with opportunities to discuss stereotyping, male/female roles, and discrimination in school or on the job.

Women on Words and Images. *Guidelines for Sex-Fair Vocational Educational Materials*. Washington, DC: Bureau for Occupational and Adult Education, United States Office of Education, 1978.

This 32-page booklet provides guidelines regarding language, occupational and social roles, omissions, physical appearance, and audio and visual materials.

The Yellow, Blue and Red Book. Seattle, WA: Highline Public Schools, 1976.

A collection of short-term activities developed by and for K-6 teachers to help expand students' awareness of traditional sex-role stereotyping.

Forms of Bias/Quick Check*

Adapted from *A Guide to Curriculum Planning*, Madison, WI: Wisconsin Department of Public Instruction, 1985, p. 71.

	Check Below				
	Always	Often	Sometimes	Never	N/A
Expectations. I have the same behavioral and achievement expectations and behavior for males as for females.	☐	☐	☐	☐	☐
Duties. I assign females and males to duties and responsibilities on the basis of ability rather than gender.	☐	☐	☐	☐	☐
Language. I use nonsexist language; for example, I do not refer to all doctors or lawyers as "he," or all nurses or secretaries as "she."	☐	☐	☐	☐	☐
Attitude. I take the idea of equality seriously; for example, I do not put down males or females or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
Environment. All bulletin boards and visual materials are nonsexist and nonracist, showing men and women in a variety of roles that reflect the many interests of both.	☐	☐	☐	☐	☐
Curriculum. I ensure that school curriculum is nonsexist; for example, I plan for a curriculum that	☐	☐	☐	☐	☐
a. addresses the needs and interests of both girls and boys;					
b. recognizes the contributions of both sexes;					
c. provides for the equal treatment of both sexes in all subject areas; and					
d. helps boys and girls explore the wide range of roles and career options available to them.					

Mark the continuum.

Basically sex fair	Need some improvement	Need much improvement

Consider your rating. List something specific you could do to help achieve sex equity in your area(s) of responsibility.

* Items adapted from surveys developed by E.I. Newcombe and published in *The Tredyffrin/Eastown Program Stage One Manual: Preparing for Change*. Washington, DC: Women's Educational Equity Act Program, U.S. Department of Education, 1979.

Sample Curricular Strategy Activity

Checking Your Schools for Sexism

Adapted from *A Guide to Curriculum Planning*, Madison, WI: Wisconsin Department of Public Instruction, 1985, pp. 72-74.

Hidden Curriculum Checklist

Almost Always Present				Almost Never Present	Un-known	Not Appli-cable	
	2	3	4	5	U	NA	1. Competition between male and female students—for example, spelling bees, lining up quickly, sports—is discouraged. Neither group is ever held up as an example for the other.
							2. Teachers have similar expectations for male and female students in the curriculum areas. a. Reading
							b. Mathematics
							c. Science
							d. Athletics
							e. Family and Consumer Education
							f. Other
							3. a. There are the same standards for males and females in regard to swearing.
							b. There are the same standards for males and females in regard to being fearful and crying.
							c. There are the same standards for males and females in regard to fighting, aggressiveness, and hitting.
							4. Punishment is fair and unbiased. a. It is the same for males and females for the same offenses.
							b. Contact with or proximity to the other sex is not considered punishment.
							5. The teacher discusses in class derogatory comments about or behaviors toward students of one sex by students of the other.
							6. Dress and appearance standards are the same for male and female students (for example, boys and girls may wear their hair as they choose).
							7. Both male and female students are encouraged to consider a broad range of choices for jobs and careers a. by teachers.
							b. by counselors.
							8. The same tests for vocational guidance are given to male and female students.
							9. Similar roles for and relations with male and female parents are maintained (for example, both mothers and fathers are invited to attend conferences, be room parents, attend PTA, go on field trips).
							10. a. Students who are pregnant are treated the same as other students.
							b. Students who have children are treated the same as other students.
							c. Students who are married are treated the same as other students.

Almost Always Present				Almost Never Present	Unknown	Not Applicable	
1	2	3	4	5	U	NA	11. All classroom and school jobs or honors are distributed evenly among male and female students.
							a. Patrol
							b. Guides
							c. Audiovisual attendants
							d. Other
							12. a. Leadership positions (for example, class and school officers) are evenly distributed among male and female students.
							b. If the positions to which students are elected are sex stereotyped, school personnel are attempting to change this.
							13. Extracurricular activities are free from sex stereotyping and bias, for example,
							a. cheerleading,
							b. audiovisual club,
							c. debate team,
							d. chess club,
							e. extramural sports,
							f. others.
							14. a. Males and females may play on the same teams in all intramural and extramural sports except contact sports.
							b. There is the option for females to have their own teams in the contact sports with equal resources, such as coaching time, equipment, facilities, and money for travel.
							15. Female and male students have equal access to facilities. a. playground
							b. gym
							c. restrooms
							16. Teachers present good models to students in that they work and socialize at school in sex-integrated groups.
							17. Male and female teachers have the same extra responsibilities or jobs, such as hall or playground duty.
							18. There are nondiscriminating personnel policies and practices regarding a. pregnancy (one can use sick days and take a leave of absence);
							b. infant care (both mothers and fathers can take a leave of absence);
							c. marriage (it is not a consideration in hiring).
							19. a. There are fair, objective criteria for promotion.
							b. The district has an affirmative action policy for promotion if the numbers of males and females promoted in the past have not been representative of the numbers of males and females on the staff.

Overt Curriculum Checklist

Almost Always Present				Almost Never Present	Unknown	Not Applicable	
1	2	3	4	5	U	NA	1. Instructional materials show female and male main characters in literature with equal frequency.
							2. Instructional materials are free from stereotyped personality characteristics and activities. Girls are sometimes active, showing initiative, independent, solving problems, earning money, receiving recognition, being inventive, participating in sports; while boys are sometimes passive, fearful, helpless, receiving help, engaged in quiet play.
							3. Instructional materials reinforce nontraditional career patterns. For example both men and women share housework and child rearing, both are engaged in a variety of careers, men are shown in traditionally female occupations, women are shown in traditionally male occupations.
							4. a. Instructional materials recognize the contributions of women in many fields (for example, politics, science, law, social services, the arts, etc.).
							b. Women and men from many racial/ethnic groups are shown in instructional materials.
							5. Instructional materials are free from specific derogatory stereotyped sex roles (for example, the sissy boy, the dominant mother, the wicked stepmother, the tomboy who should and does turn "feminine").
							6. Instructional materials are realistic in that they show the nature and extent of sex discrimination in society as an explanation for differences in role and career choices and personal characteristics.
							7. Instructional materials emphasize diverse standards of physical appearance for both men and women.
							8. Instructional materials use language free from sex bias. For example he/she is used instead of he, humans instead of men, ancestors instead of forefathers, letter carrier instead of mailman, chairperson instead of chairman.)
							9. When instructional materials contain sex bias, teachers compensate by introducing supplementary materials or by discussing the bias in the materials with students.
							10. There is a written policy for selecting bias-free instructional materials.
							11. Personnel responsible for the selection of instructional materials attempt to make bias-free decisions.
							12. a. All courses are open to males and females. No course carries the implication that it is specifically for one gender.
							b. Faculty attempt to encourage both male and female enrollment in courses that traditionally have been taken by students of only one gender.
							13. Special activities *within* courses are open to both males and females. (For example, both girls and boys are encouraged to cross-stitch and hammer.)
							14. Male and female students are grouped by ability, not by sex, for all activities including a. physical education, except in contact sports, b. chorus, c. vocational education, d. other.

Evaluation of Sex-Fair Language Usage

Adapted from *A Guide to Curriculum Planning in Technology Education*, Madison, WI: Wisconsin Department of Public Instruction, 1988, p. 129.

Directions: Using this checklist, assess the degree to which your personal language usage is sex-fair. Also use this checklist to assess the sex-fairness of language in instructional materials.

		Yes	No
1.	Are both pronouns (*she/he* and *him/her*) or plural pronouns used whenever sex is unspecified?	☐	☐
2.	Do pronouns and their antecedents apply to both sexes when general references are made to careers and occupations ("A computer programmer is a skilled person. He/she is required to perform a number of tasks.")?	☐	☐
3.	Are universal male terms avoided when the career or occupation is meant to include both sexes (sales *agent* instead of sales*man*, business*person* instead of business*man*)?	☐	☐
4.	When referring to both sexes, are the female and male terms used alternately throughout the text (*girls and boys, he/she*)?	☐	☐
5.	Do you avoid unnecessary clarification when men and women hold nontraditional jobs ("*male* secretary," "*woman* business owner")?	☐	☐
6.	Are occupational titles that use "man" as the suffix avoided (chair*man*, business*man*, sales*man*)?	☐	☐
7.	Are parallel terms used in referring to females and males ("Dr. Jones and Ms. Smith" rather than "Dr. Jones and the secretary, Nancy")?	☐	☐
8.	Do the words "women" and "female" replace demeaning synonyms, such as *girls, fair sex, chicks*, or *ladies*?	☐	☐
9.	Are women described in terms of their appearance or marital status, while men are described in terms of accomplishments or titles?	☐	☐
10.	Are women consistently presented as either dependent on or subordinate to men?	☐	☐
11.	Do materials use sex-fair language but slip into the use of the generic *he*?	☐	☐
12.	Are quotations, references, and supplemental study materials authored by women as well as men?	☐	☐

Sample Curricular Strategy Activity

Sex Equity in Curriculum Materials

Adapted from *A Guide to Curriculum Planning in Technology Education*, Madison, WI: Wisconsin Department of Public Instruction, 1988, p. 124-125.

Directions: Use this checklist to determine the degree to which sex bias is present in curriculum materials. These questions apply to the language and visuals used in both print and nonprint materials. If you answer "no" in any category, the material is biased; you should replace the material if possible or develop handouts to supplement the material and discuss it with your students. Before purchasing new material, use this checklist to determine the appropriateness of the purchase.

	Yes	No	N/A*
1. Are occupations shown open to all?	☐	☐	☐
2. Are sex-free titles used, as indicated in the current *Dictionary of Occupational Titles*?	☐	☐	☐
3. Are females and males depicted in occupations currently dominated by the other sex (nontraditional occupations)?	☐	☐	☐
4. Are females and males portrayed in both active and passive roles throughout in approximately the same numbers?	☐	☐	☐
5. Are various races and ethnic groups presented throughout in a balanced or representative fashion?	☐	☐	☐
6. Are females and males shown to have all human traits?	☐	☐	☐
7. Do females and males appear in approximately the same number throughout the materials?	☐	☐	☐
8. Are females and males pictured performing a variety of home tasks that are not necessarily traditional for their sex?	☐	☐	☐
9. Are gender-free, plural pronouns used? Is there an equal balance of gender-specific, singular pronouns? Are gender-free nouns substituted for gender-specific pronouns?	☐	☐	☐
10. Are both minority and nonminority females and males pictured equally in varied levels of occupational status and responsibility?	☐	☐	☐
11. Do illustrations of people include a variety of body types along with evidence of handicaps/disabilities?	☐	☐	☐

*N/A = Not Applicable

		Yes	No	N/A*
12.	Is written reference made to physical appearance only when there is a legitimate purpose for the reference?	☐	☐	☐
13.	After reviewing this material, do you come away with a sense that females and males of various ethnic and racial backgrounds, some with handicaps, are involved in a variety of occupations, with a variety of responsibilities, and that opportunities are not limited on the basis of gender, race, or handicaps?	☐	☐	☐

14. Comments/recommendations

*N/A = Not Applicable

Classroom/School Environment Strategy and Activities

10

Equity in the classroom and school is hard to picture in action; it can be both concrete and abstract in nature. An equitable environment is the overall climate of the educational environment—what can be seen, heard, and felt; it includes the overall messages being sent to students, staff, and others in an environment if we are conscious of equity issues and indicators. It includes the physical environment, such as facilities, as well as student-teacher interaction. Additionally, environment goes beyond the actual school building. It is any place students are while attending school functions, whether in school, outside the school building, attending school-sponsored events in other locations, or riding on the bus.

These activities can help create equity in the classroom/school environment.

- Prepare *bulletin boards, posters, and other visual displays* to ensure that they portray sex-fair environments and messages. For example, combine the trophies of both boys' and girls' athletic teams in the same display case.
- Organize the *classroom seating arrangements* to avoid the segregation of sexes. Display class projects in a sex-fair fashion.
- Integrate the sexes when making up *locker assignments*. Avoid clustering one sex near a vocational area traditional for that sex.
- Examine the *physical facilities* of the school building to determine if they serve both males and females equitably.
  - —Are the same number of bathroom facilities available?
  - —Are the physical education facilities, such as locker rooms, equal?
  - —Are traditionally male classes located in an out-of-the-way part of the building?
  - —Are traditionally female classrooms decorated in an overtly feminine fashion?
- Integrate into the curriculum *sex-fair, sex-affirmative activities* that increase equity awareness and counter the past effects of bias and discrimination.
- Create classroom environments that celebrate difference and embrace diversity.
- Actively seek to build trust and partnership among females and males in each classroom.
- Use *sex-fair, inclusionary language* in all written and oral communication. Educators may need to examine their own use of language and should encourage students to use sex-fair terminology. Inappropriate language use is unacceptable and should be corrected whenever it occurs.
- Create an *equitable classroom environment* by
  - —providing *equal praise and reinforcement* to students based on their performance rather than their gender,
  - —directing *class activities and discussions* to ensure that all students participate, and
  - —making all students feel *equally capable of learning*.
- Prohibit harassment of anyone by anyone in classrooms.
- Develop a *behavior management plan* that has uniform rules and reprimands for both boys and girls. Often, adults unintentionally hold different expectations and mete out different reprimands for boys than they do for girls. Be alert for these inequities, and make efforts to correct them.

- Evaluate *student achievement* on the basis of specific criteria, not on gender. For example, make comments to all students that address the content of an assignment as well as its appearance.

Tips and Cautions

- Most teachers believe and assume that they provide an equitable classroom environment. Therefore, it is necessary to raise awareness by explaining and providing examples of subtle, unintentional, and hidden bias.
- Teachers often lack training in sex equity, so they need to develop equity knowledge and skills; they need to understand why equity is important, why it needs to be addressed, and how to achieve and maintain equity.
- Involve everyone in the school environment—janitors, school lunch personnel, and clerical and other support staff.
- Although some teacher effectiveness programs address equity issues, others do not and can be counterproductive to equity initiatives.
- Buildings constructed before 1975 may not comply with nondiscrimination regulations.

Suggested Resources

Center for Sex Equity in Schools. *Tune In to Your Rights: A Guide for Teenagers about Turning Off Sexual Harassment*. Ann Arbor, MI: University of Michigan, 1985.

A student introduction to sexual harassment issues, legal rights, and ways of dealing with harassment. Appropriate for middle/junior high and high school students.

Klein, Freada, et al. *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools*. Quincy, MA: Massachusetts Department of Education, 1986. ED 215 254.

This curriculum guide defines sexual harassment, explains the legal cases involved, describes administrative strategies, and presents student activities and classroom lessons.

Lee, Rhonda. *Guide to Nonsexist Language and Visuals*. Madison, WI: University of Wisconsin-Extension, 1985.

Project on the Status of Women. *The Classroom Climate: A Chilly One for Women?* and *Out of the Classroom: A Chilly Campus Climate for Women?* Washington, DC: Association of American Colleges, 1982, 1984.

These two classics, which focus on postsecondary education experiences of women, examine how men and women are treated differently and how it affects female students' confidence and achievement.

Sadker, Myra, and David Sadker. "Sexism in the Schoolroom of the '80s." *Psychology Today*, March 1985.

Sadker, Myra, David Sadker, and Sharon Steindam. "Gender Equity and Educational Reform." *Educational Leadership*, March 1989, pp. 44-7.

Sanders, Jo Schucat, Antonia Stone, and the Women's Action Alliance. *The Neuter Computer: Computers for Girls and Boys*. New York: Neal Schuman, 1986.

Designed for educators, parents, and policymakers to help the provide computer equity for females and males. Includes a self-test, 56 activities for computer excellence, 96 strategies for computer equity, and guidelines for planning and evaluating a school's computer equity program.

Behaviors of the Nonbiased Educator

Adapted from Cooperative Educational Service Agency 10, 725 West Park Avenue, Chippewa Falls, WI 54729; (715) 723-0341. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

Attitude—takes the idea of equality seriously; for example, does not denigrate men or women or joke about their abilities, roles, characteristics, and so forth.

Language—uses nonsexist language; for example, does not refer to all physicians and pilots as "he" or all nurses or secretaries as "she." Does not use "he" or "man" to refer to both genders.

Generalizations—avoids generalizations that refer to gender; for example, "you drive like a woman" or "you think like a man."

Facts—uses accurate, factual knowledge about the current economic and legal status of women and men.

Comparisons—avoids comparisons of teachers or students based on gender; for example, would not say "women cannot discipline students as well as men can," or "the girls are working harder than the boys."

Values—reinforces the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.

Model—acts as a model of nonsexist behavior by performing activities traditionally thought to be done by the other sex; for example, males offer coffee and refreshments at meetings; females conduct maintenance inspections, or move tables and chairs.

Careers—publicly acknowledges the appropriateness of a wide range of career choices, interests, and roles for both sexes.

Student Activities—recommends all school activities to both boys and girls; does not expect girls to have typically feminine interests and boys to have typically masculine interests.

Recognition of Achievement—gives equal attention to the academic and extracurricular achievements of both sexes; for example, recognizes the athletic achievements or community service of both girls and boys.

Academic Expectations—has the same expectations for academic achievement for boys as for girls; for example, does not expect girls usually to excel in verbal skills and boys usually to excel in mathematics.

Expression of Emotions—permits females and males to show their emotions without regard to gender so long as such behavior is within school rules.

Nonsexist Student Behavior—requires students of both sexes to treat each other as equals; for example, does not allow sexist remarks by students to go unchallenged.

Behavior Expectations/Student Discipline—expects the same behavior from all students and enforces the standards for discipline without regard to sex; for example, does not treat girls who are fighting differently than boys who are fighting.

Student Duties—assigns boys and girls to school duties and responsibilities on the basis of ability rather than gender; for example, both sexes help in the office, deliver messages, or carry equipment and supplies.

Profile of an Equitable Classroom

From *A Guide to Curriculum Planning in Technology Education*. Madison, WI: Wisconsin Department of Public Instruction, 1988, pp. 119-121. Adapted with permission from Leslie F. Hergert and Raymond M. Rose, *Profile of an Equitable Classroom*, Andover, MA: The NETWORK, 1984.

Physical Environment	
Ideal	The teacher usually portrays females and males in both traditional and nontraditional roles and includes representatives of various races and cultures in pictorial displays.
Acceptable	The teacher provides neutral images in pictorial displays.
Unacceptable	The teacher visually portrays people only in roles traditional for their race, sex, or culture.

Curriculum	
Ideal	The teacher's classroom activities are multicultural and sex-fair. The teacher includes classroom lessons to increase awareness and counter past effects of bias and discrimination.
Acceptable	The teacher's classroom activities are multicultural and sex-fair.
Unacceptable	The teacher does not include the contributions of women or minorities. The teacher presents stereotyped views of groups of people.

Language	
Ideal	The teacher uses inclusionary terms for people in all written and oral communication. The teacher works with students to help them develop inclusionary language forms and encourages all students to use those terms in their own communications. The teacher discusses the negative impact of using derogatory terms in reference to race, sex, or ethnic groups.
Acceptable	The teacher uses inclusionary terms for people in all written and oral communication.
Unacceptable	The teacher uses derogatory terms in reference to any race, sex, or ethnic group. The teacher repeatedly uses sex-limited language. The teacher repeatedly mispronounces any student's name. The teacher allows students to use derogatory terms in reference to any race, sex, or ethnic group.

Active Teacher Attention	
Ideal	The teacher provides the same amount of teaching attention to all students, with individual differences based on their need and style. The teacher directs classroom discussion to allow all students to participate.
Unacceptable	The teacher provides students with different amounts of attention based on their race, sex, or national origin. The teacher allows a student or group of students to dominate the class.

Behavior Management	
Ideal	The teacher informs students in advance of acceptable and unacceptable behavior and the consequences of their behavior. The teacher reprimands all students equally for infractions of classroom or school rules. The teacher praises all students equally for good behavior.
Unacceptable	The teacher reprimands students differently for behavior infractions based on their race, sex, or national origin. The teacher attributes stereotyped characteristics to a sex, race, or national origin group.

Academic Evaluation	
Ideal	The teacher praises students for the intellectual quality of their work—regardless of their race, sex, or national origin—from a set of criteria that has been announced to the students. The teacher analyzes interactions with students for differential patterns and takes actions to counteract and balance differences.
Unacceptable	The teacher uses a different set of criteria for evaluating the academic work of students based on their race, sex, or national origin. The teacher evaluates females and males differently for the same performance.

Classroom Integration	
Ideal	The teacher promotes cooperation and integration of students through activities that help students of different sexes, races, and ethnic groups work together more effectively. The teacher structures classroom activities to develop and exercise leadership skills among a variety of students.
Acceptable	The teacher assigns classroom seating patterns, project groups, and other structured activities to integrate students by race, sex, and ethnic group.
Unacceptable	The teacher groups students for any activity by race, sex, or ethnicity. The teacher allows segregated patterns to exist by allowing students to group themselves. The teacher assigns classroom tasks on the basis of a student's race, sex, or ethnicity. The teacher structures classroom tasks to encourage competition among different sexes, races, or ethnic groups.

Teaching Strategies

These activities have been adapted from "Selected Activities and Recommendations for Creating a Sex-Fair Classroom" by Suzanne Hurwitz and Susan Schaffer in Myra and David Sadker's *Between Teacher and Student: Overcoming Sex Bias in Classroom Interaction*. Washington, DC: U. S. Department of Education, 1980. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

Overcoming Sex Bias in Active Teaching Attention

- Ask a colleague to observe your classes, using an assessment sheet for determining teacher-student interaction patterns. Better yet, have your classes video- or audio-taped. Then, using the assessment sheet, replay the tapes and evaluate your teaching behavior.
- Circulate around the room, positioning yourself in different areas, to influence the degree of involvement of both girls and boys in learning.
- Make a conscious effort to encourage equal participation of all students. Hold both boys and girls accountable to the same standards for participation in classroom discussion.
- Issue both *lower order* and *higher order* questions to girls and boys on an equitable basis.
- Measure the time you wait for replies to your questions in class to ensure an equal distribution for girls and boys.
- Issue equitable vebal and nonverbal reinforcement to both girls and boys.
- Give extended directions to boys and girls on an equitable basis; provide extensive directions so girls and boys can complete tasks independently; and, avoid doing or completing tasks for students.

Overcoming Sex Segregation in Classroom Interaction

- Ask a colleague to observe your classes, using an assessment sheet for determining the sex segregation patterns. Better yet, have your classes video- or audio-taped. Then, using the assessment sheet, replay the tapes and evaluate your teaching behavior.
- When seating or lining up pupils, use categories other than gender to divide the class.
- At the elementary level, avoid sex-segregated play areas.
- When students self-segregate in their own activities, it may be necessary to form a new organizational pattern to achieve classroom integration.
- Encourage both sexes to participate in traditional and nontraditional activities.
- If students are uncomfortable with nonstereotyped assignments, discuss the issue of sex stereotyping and today's changing roles for women and men.
- Examine textbooks and other instructional materials for sex role stereotyping and sexist language.
- Make a conscious effort to assign boys and girls leadership and support roles on an equitable basis both within and outside the classroom (e.g., field trips).
- Encourage and reinforce girls and boys who are working and playing cooperatively.

Overcoming Sex Bias in Classroom Discipline

- Ask a colleague to observe your classes, using an assessment sheet for determining the classroom discipline patterns. Better yet, have your classes video- or audio-taped. Then, using the assessment sheet, replay the tapes and evaluate your own teaching behavior.
- Avoid stereotyping girls as obedient and complacement and boys as aggressive and disruptive.
- The manner in which reprimands are given should be related to the misbehavior and not applied on the basis of sex.

- Harsh and public discipline is likely to be an ineffective approach for both female and male students.
- If penalties are given for inappropriate behavior, they should be related to the infraction and not applied on the basis of sex.

Overcoming Sex Bias in Verbal Evaluation

- Ask a colleague to observe your classes, using an assessment sheet for determining the verbal evaluation patterns. Better yet, have your classes video- or audio-taped. Then, using the assessment sheet replay the tapes and evaluate your own teaching behavior.
- Avoid stereotyping girls as excelling in neatness and boys as excelling in intellectual accomplishment.
- Distribute praise for academic work to boys and girls on a fair and equitable basis:

— *Verbal reinforcement*—when students hand in good papers or make good comments about subject matter, offer such responses as "fine," "very good," or "excellent point."

— *Nonverbal reinforcement*—You can respond positively to students' academic work without saying anything: maintain eye contact with the students who are talking, lean toward them, move closer, nod affirmatively, smile.

— *Delayed reinforcement*—If a boy or girl makes a good comment at the beginning of a lesson, refer to or build upon that idea during the lesson or even during another lesson conducted at a later time.

- Identify both boys and girls whose academic work reflects neatness and conforms to rules of form and meets the standards of intellectual competence.
- When a student's verbal comments or written work is incorrect or fails to meet standards of form and intellectual quality, go beyond criticizing and offer remediation comments to both girls and boys. Make sure the boy or girl clearly understands the nature of the inadequacy as well as how to correct it. Remember, it is extremely important to encourage both girls and boys to try harder (attribution to lack of effort). Without this, students may think they do not have the ability and may simply give up.

What Color Is Your Language?

Adapted from the Illinois State Board of Education, Department of Adult, Vocational and Technical Education, 100 North First Street, E-426, Springfield, IL 62777, 1987. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication. It can be used to construct diverse equity awareness activities.

At some point, we've all had someone misinterpret comments we've made. That's why educators, employers, and parents need to be aware of hidden meanings in their words. Some remarks and words can be interpreted to imply that racial and ethnic groups, women, men, or handicapped persons are superior or inferior to others when the speaker may have no intention of conveying such messages. Word choice may unintentionally distort or "shade" a message's real meaning.

In a sense, we need to carefully consider word choice to avoid negative or offensive shades of meaning. Such unbiased language plays an important role in encouraging students to explore career options based on their interests, not prescribed or restricted roles. Unbiased word choice avoids terms restricted to certain groups or gender—terms that label, like the clothing colors of pink and blue.

Instead, think purple. Purple is a mix of half pink and half blue. It's a blend that's in between and promotes fairness. By hearing "purple words," students receive messages that they have a fair chance and choice in career education and training, regardless of sex, race, or color.

This guide cannot possibly include all biased words and remarks. But it does offer some brief tips on how to change those most commonly used. So, think purple. And show your winning color.

Do you reinforce racial, sex-role, or ethnic stereotypes? Examples include: "intelligent black students" (implies that most blacks are unintelligent); "the women were calm and rational" (implies that most women are emotional and irrational); "the conscientious Puerto Rican" (implies that most Puerto Ricans are not conscientious); "Jack, who is disabled, is the best technician" (implies that Jack is being put in the spotlight because of his disability, rather than his work performance).

Do you quote only men and refer to only notable men of the past or present? Include more references to notable women and minorities.

Do you use descriptions of personality traits that are sex-biased or ethnic-linked? Examples include "her hysterical remarks" (excited remarks), "his timid response" (hesitant response), "the emotional Italian," "the slovenly Mexican."

Do you refer to women as being overly concerned with clothing and hairstyle? Men, too, are concerned about their image. Women are also concerned about the economy, the labor force, national affairs, and other universal matters.

Do you refer to men or certain racial/ethnic groups as capable, aggressive, and brave, and to women and other groups of persons as fearful, emotional, and dependent? Men, women, and all ethnic/ racial groups possess both strengths and weaknesses. Acknowledge all characteristics for all persons.

Word Exchange

Biased	Nonbiased
businessman	business manager or executive
chairman	chairperson, leader
cleaning lady	housekeeper, custodian
colored people	African-Americans
congressman	member of Congress, congressional representative
craftsman	craft worker
craftsmanship	artisanship
crippled	disabled
deaf and dumb	deaf
fits	seizures
fireman	firefighter
foreman	supervisor, manager
freshman	first-year student
gal Friday	assistant
hard of hearing	hearing-impaired
housewife	homemaker
ladylike	well mannered
middleman	middle person, intermediary
mailman	letter carrier
man-hours	staff hours, working hours
mankind	humanity
man-made	synthetic, artificial
manpower	skilled labor, labor force
man-sized job	big or enormous job
mongolism	Down's syndrome
policeman	police officer
repairman	repairer
spokesman	spokesperson, speaker
sportsmanship	sense of fair play
stewardess	flight attendant
workman	worker
workman's compensation	worker's compensation

Sentence Exchange

Biased	Nonbiased
The labor force needs skilled men.	The labor force needs skilled men and women.
John Doe is a competent executive, and his wife is a charming blonde.	John's a competent executive, and Ann is an excellent reporter.
Ask the girls to type the report.	Ask the secretaries to type the report.
She's a career woman.	She's a biologist.
Welcome, ladies and men.	Welcome, ladies and gentlemen. Welcome, women and men.
The executives' wives will assemble.	The executives' spouses will assemble.
A good mechanic knows his customers.	A good mechanic knows his or her customers. Good mechanics know their customers.
It's a pleasure to meet a pretty girl such as you.	It's a pleasure to meet you.
This is Mrs. John Brown.	This is Ms. Ann Brown.
John and his wife are homeowners.	John and Ann are homeowners.
Today's young men want opportunities.	Today's young women and men want opportunities.
Their son is retarded.*	Their son is a slow learner/has a learning disability/is slightly mentally retarded/is severely mentally retarded.
Infants need a mother's care	Infants need parental care.
She's a tomboy.	She's an energetic and curious person.
He helps his wife at home.	He and his wife share household duties.
Epileptics* are dependable workers.	People who have epilepsy are dependable workers.
The handicapped people formed an organization.	Several persons, each with some disability, formed an organization.
Mary is a black* friend of mine.	Mary is a friend of mine.

*The race, ethnicity, color, sex, marital status, or handicapping condition of a person should be avoided unless it is pertinent to the context of your message.

Sexual Harassment: What It Is and What Students Can Do about It

The following article is adapted from a brochure produced by the Wisconsin Department of Public Instruction and can be used in the construction of equity activities.

What is sexual harassment?

Sexual harassment includes

— unwelcome sexual advances, unwelcome physical touching that is sexual in nature, unwanted verbal conduct of a sexual nature that includes deliberate or reported unsolicited gestures, graphic materials, and verbal or written comments;
— threats, intimidation, or coercion in order to make a person give in to demands for sexual activity;
— the threat that lack of submission will affect grades or working conditions.

Briefly, sexual harassment is when someone makes you think you will get in trouble at school, get a bad grade, or lose your job if you don't give in to his or her sexual advances or put up with sexual remarks/actions.

Why has it been kept secret?

Like rape, most sexual harassment goes unreported because the victims are somehow made to feel ashamed of what happened to them. They may be afraid others will say they "asked for it" or that no one will believe them, they won't be able to prove it, or they'll be labeled a troublemaker. Rather than face embarrassment and reprisals many victims who are lucky enough to transfer or get a new job leave quietly without saying anything. This leaves the harasser free to victimize others.

Who are the victims?

Although the majority of victims are women, men sometimes are sexually harassed by male or female teachers or employers. Sometimes people are sexually harassed by members of their own sex.

Victims range from young to old, from executives to blue-collar workers, married or single, especially attractive or not. No one really knows why some people sexually harass others; one reason may be that they think they can get away with it. Another may be that harassment gives them a feeling of power over someone.

MOLLY works in a restaurant as a waitress. Her boss pinches her buttocks when no one is looking. He doesn't do this to male workers in the restaurant. He also waits until Molly has food plates in her hands, then backs her up against the wall and touches her. When Molly protests, he says it's just a joke, and if she can't take a joke, she should quit her job.

SUSIE, 16 years old, worked in a bakery part time. Whenever she put a tray of rolls on the overhead shelf, her boss grabbed her breasts. She was confused and embarrassed by this and did

not tell him she didn't like it. Instead, she quit her job. She thought her parents would be angry at her or try to get the man fired. She didn't tell them about it.

JOANN is enrolled in a vocational education class in car repair. She is the only woman in the class. A group of male students has been hassling her and demanding she have sex with them. She complained to the male teacher and to the chairperson of the department, but the problem is continuing. Joann is edgy and unable to concentrate in class.

KAREN was still in school when her professor offered her an "A" in a course if she'd sleep with him. She refused and received a "C". She complained to the Title IX coordinator and eventually her grade was returned to the "A" she had earned. Nothing was done to the teacher. Karen is concerned about his treatment of other students, but is afraid to say so because she doesn't want to be labeled a troublemaker.

What can I do?

— Be sure the harasser knows you do not welcome these advances. State your objections; ignoring harassment does not make it go away.
— If the harassment continues, confide in a person you trust. Ask if they have had similar problems. Get their help in stopping the harassment. **Write down dates, times, and what was said or done to you during the harassment.** You may need the notes later.
— If your first efforts to get help fail, go to someone else. Talk to your Title IX coordinator at school or with your counselor or favorite teacher. At work, you may wish to tell your supervisor or someone else in authority.
— If you lose your job, have your hours changed, get a poor grade, are made to leave a class or club, or suffer any other consequences because of your refusal to give in to sexual advances, contact the Wisconsin State Equal Rights Division for job-related harassment or the Title IX coordinator of your school system for education-related harassment (see below).

How can I help prevent it?

Share this information with other people. Be supportive of those you know who are facing this problem. Don't wait to be asked to help; offer! If you observe sexual harrassment, ask the victim privately if she or he wants your help; you could be a witness to the incident. Try to put yourself in the victim's place, and remember that you will need support and encouragement if this ever happens to you. Above all, don't be fooled into accepting sexual harassment as "the way things are," as trivial, or as a joking matter. It can happen (and does) to anyone, male or female.

Where to get help

- Ask a trusted adult who the Title IX coordinator is in your school if you are being sexually harassed at school. Talk to him or her about the problem.
- Call the state Equal Rights Division, if you are experiencing sexual harassment at work. The division's telephone number is 1-800-362-3020. Leave your name and number, and they'll call back. Or write: P.O. Box 7946, Madison, WI 53707.
- Contact your local or area rape crisis center.
- For concrete information and referrals, contact the consultant of the Sex Equity Project of the Wisconsin Department of Public Instruction at (608) 267-9157. Or write: P.O. Box 7841, Madison, WI 53707.

Sample Classroom/School Environment Strategy Activity

"Environmental Impact Statement"

The following checklist was produced by the Maryland Department of Education, Vocational Equity Program. It can be used in various equity activities.

Area of Concern: Sex Equity in the School Environment

Impact on Environment:

Score: 2 points for each area of full compliance
1 point for each area of partial compliance
0 points for each area of noncompliance

	Points
A. Distribution of Natural Resources: Expectations for girls and boys are equal. Talents, skills, and interests of all individuals are tapped equitably.	_____
B. Traffic Patterns: All procedures and patterns including seating, lines, activity areas, and academic and athletic groupings are integrated, sex-fair, and race-fair.	_____
C. Noise Control: Girls and boys are talked to in the same manner and terms and are held to the same standards.	_____
D. Air Quality: The "air is cleared" the same way for all students. Discipline and penalties are equal. Acceptable behavior, language, and dress are nondiscriminatory.	_____
E. Materials: All instructional materials are nonbiased regarding sex, race, and disability and reflect the diverse abilities, activities, and options of these groups.	_____
F. Balance of Elements: No imbalance or selectivity exists in opportunities for boys and girls to perform classroom tasks, e.g., running audiovisual equipment, washing utensils.	_____
G. Landscape: Bulletin boards, illustrations, and other visual materials show females and males of varied racial, ethnic, age, and disability groups in a variety of roles.	_____
H. Linguistic Pollution: Verbal and nonverbal language and cues avoid stereotyped generalizations and demonstrate nonbiased models, e.g., fire fighter, spouse, humanity.	_____
I. Access: Students are given equal access to resources, facilities, and placement, e.g., courses, extracurricular activities.	_____
J. Pollution Control Efforts: Affirmative action is undertaken regularly to compensate for (filter out) the effects of past discrimination in particular areas, e.g., lack of experience/exposure to mechanical or nurturing skills.	_____

Environment Rating

0 - 10 Points: Serious Polluter—May require federal lawsuit.
10 - 15 Points: Moderate offender—Keep improving! Submit new Environmental Impact Statement in 60 days.
16 - 20 Points: Conservationist—Pass environmental quality control. Receive equity commendation.

Administrative Strategy and Activities 11

Effective schools research cites strong leadership at the district and school level as the most consistent characteristic of outstanding school programs. Effective leadership involves

- clearly communicating goals, priorities, and expectations to staff, parents, students, and the community;
- emphasizing the value of achievement;
- establishing systems of incentives and rewards that encourage excellence;
- establishing and maintaining a supportive and orderly environment; and
- actively involving staff and parents in planning, development, and improvement efforts.

Equity cuts across all of these issues of effective leadership. Administrative activities can be carried out by school staff who hold other than administrative positions. As school management moves toward a team approach, all staff members will play an increasingly important leadership role. Administrative strategies include, but are not limited to

- recognizing equity as an important issue and actively planning for and promoting it;
- developing and implementing sex-equitable policies;
- planning for and supporting staff development activities related to equity;
- establishing a school climate that promotes excellence in education, including sex fairness for staff, students, parents, and community; and
- monitoring equity progress over time.

Administrators who seek to promote equity have many options for action.

- Identify what has been done to promote equity and build on those activities.
- Build awareness and support for equity in *staff meetings* and other established communication systems to infuse equity into the current operation.
- Review *current policies* as well as those being proposed and developed for sex fairness, including intent and language. The Wisconsin Department of Public Instruction's publication *Pupil Nondiscrimination Guidelines*, Bulletin Number 0007, describes the implementations of s. 118.13, Wisconsin Statutes, and PI 9, Wisconsin Administrative Code, the state's nondiscrimination law and its rules. The booklet also is a helpful resource for policy development and review and provides an overview of policy materials and concepts.
- Review policies for scheduling students, materials acquisition, student behavior, and employment. Equity also can be addressed in the district's philosophy, in planning goals, and in other initiatives at the policy forefront. Where appropriate and/or required by law, policies can be posted; distributed to staff, students, and community groups; or published in student and staff handbooks.
- Develop and implement policies relating to *student harassment*, including sexual harassment.
- Monitor male/female *enrollment patterns* to document equity climate and progress. Investigate any course or program that has an enrollment of more than 75 percent of one sex. (This percentage is considered a sound indicator of the existence of sex-role stereotyping, bias, or discrimination.)

- Review the current curriculum of each course in terms of *equity knowledge and skills* it delivers to students.
- Make every effort to design the *master schedule* so that traditionally male and female classes are not scheduled at the same time.
- Provide *leadership and direction* for staff development on equity issues, including
  - the infusion of equity goals and concepts in all *local education initiatives;*
  - the evaluation of *curriculum content, methods, and materials* for sex fairness as part of the curriculum revision process;
  - the development of sex-fair *guidelines for text, materials, and audiovisual selection*; and
  - the evaluation of *teacher/student interaction patterns*.
- Build an equity component into the *teacher evaluation process*.
- Encourage staff to learn, develop, and implement *sex-fair classroom techniques*, especially in classes that have predominately male or female enrollments.
- Organize curriculum projects that redesign *program content and strategies* that are appropriate for male and female students, prepare them for changing roles, and educate them in equity concepts.
- Establish a *cooperative network* between the school district and the community in which they work together to achieve equity in a complementary, supportive manner.
  - Analyze the school and the community to determine which *individuals and groups* support equity issues.
  - Identify and build a team to *coordinate and plan* for equity.
  - Conduct *advanced training* to assist interested people in developing their equity knowledge and skills.
  - Provide *resource linkages* that bring together people and resources to address equity issues.
  - Focus on keeping *equity efforts* visible, directed, energized, and moving toward change.

Tips and Cautions

- Be sensitive to the many directions in which administrators are pulled and the vast amount of work they have before them; find out the current issues, interests, and priorities for action. Infuse equity goals into them.
- Be aware of the standards for excellence, such as Wisconsin's 20 educational standards and determine how equity goals can be infused and achieved while implementing the standards.
- Appeal to issues with which administrators are already concerned, such as staff recognition, enhancing student achievement, and school-community relations, and articulate the equity connections to these concerns.
- Consider working with administrators in a workshop designed specifically to meet their needs and to establish support among administrators.
- Be aware that building-level administrators often take a cut in pay from classroom teaching, have added responsibilities, are learning a new job, and may have less patience and less time to concentrate on issues such as equity which they may view as nice but not necessary.
- Encourage the delegation of equity work: appoint and give authority to affect change to other district staff.
- Administrators may be constrained by teacher and other union contracts (i.e., number of additional assignments, length of work day, release contract time). In addition, contracts may prevent teachers from performing administrative roles/tasks. Most union contracts support the concept of equity.
- Establish a regular accountability system of equity progress. For instance, the June annual meeting could be designated for an annual report on equity.
- In administrative course work, as in other professional education preparation programs, equity is not addressed effectively; thus, administrators often lack an equity knowledge base upon which to operate.
- Encourage and recognize administrators for their efforts. Discourage them from building or focusing on barriers; be positive.
- Those working on equity issues need to realize that administrators are sensitive to school/community issues and may perceive equity as a controversial issue. Be prepared to offer rationale and strategies for defusing controversy.

Suggested Resources

Calabrese, Marylyn. ***Becoming Sex Fair: The Tredyffrin/Easttown Program—A Comprehensive Model for Public School Districts***. Newton, MA: Women's Educational Equity Act (WEAA) Publishing Center, 1979.

This three-stage, systemwide training program helps sex equity coordinators and school administrators select, develop, apply, and evaluate techniques for improving sex fairness in schools.

Froschl, Merle, and Barbara Sprung. ***Resources for Educational Equity: A Guide for Grades Pre-Kindergarten-12***. New York: Garland Publishing, 1988.

Annotated bibliographies and discussion of equity issues.

Grayson, Dolores. ***The Equity Principal: An Inclusive Approach to Excellence***. Los Angeles: Los Angeles County Office of Education, 1987.

This program is designed to provide an overview of equity concepts and effective schooling research; increase awareness of classroom disparity; expand observation and supervision skills to include equity issues related to curriculum, teacher-student interactions, and learning environment; and share research-based strategies, techniques, and resources to address disparities and improve student achievement.

_____. ***Infusing an Equity Agenda into School Districts***. Los Angeles: Los Angeles County Office of Education, 1985.

This publication describes an infusion process for implementing and monitoring the achievement of educational equity that brings about permanent change in a school system.

Keyes, Melissa, and Dorothy LePage. ***Pupil Nondiscrimination Guidelines: Assessing School District Compliance with S. 118.13 of the Wisconsin Statues and PI 9 of the Wisconsin Administrative Code***. Madison, WI: Wisconsin Department of Public Instruction, 1989.

Klein, Susan S. ***Handbook for Achieving Sex Equity Through Education***. Baltimore, MD: John Hopkins University Press, 1985.

This handbook addresses virtually all important education-related sex equity issues. Topics range from the need for change in the visual arts curriculum to programs for minority, gifted, rural, and adult women.

Matthews, Martha. ***Facing the Future: Education and Equity for Females and Males***. Washington, DC: Council for Chief State School Officers, 1980.

This 67-page booklet outlines considerations for leaders in elementary and secondary education.

Ohio Center for Research in Vocational Education. ***A Guide for Vocational Education Sex Equity Personnel***. Columbus, OH: Ohio State University, 1985.

This is the revised guide for vocational sex equity coordinators. It includes the provisions of the Carl D. Perkins Vocational Education Act.

_____. ***Guidelines for Sex-Fair Vocational Education Materials***. Columbus, OH: Ohio State University, 1978.

_____. ***Sex Equity Strategies***. 2nd ed. Columbus, OH: Ohio State University, 1980.

_____. ***Sex Fairness in Vocational Education***. Columbus, OH: Ohio State University, 1977.

Sadker, Myra Pollack, and David Miller Sadker. ***Sex Equity Handbook for Schools***. New York: Longman, 1982.

This book provides an overview of critical areas of sex equity in schools as well as for the elimination of sex bias in education. Lesson plans and synopsis of relevant research are included.

Stitt, Beverly. ***Building Gender Fairness in Schools***. Carbondale, IL: Southern Illinois University, 1988.

This publication was designed to help educators identify and eliminate sex bias from their classrooms; it includes readings and activities.

Weston, Kathleen. ***The Apprenticeship and Blue Collar System: Putting Women on the Right Track***. Sacramento, CA: California Department of Education, 1981.

A systems approach to getting women into apprenticeship, blue-collar, and skilled jobs.

Sample Administrative Strategy Activity

The Equity Principal

The following overview, used with permission, describes a program designed for principals and other school administrators. For more information, or if you wish to construct such a program in your school or district, contact Dolores A. Grayson at the GrayMill Foundation, Route 1, Box 45, Earlham, IA 50072; (515) 834-2431.

An Inclusive Approach to Excellence

With the current focus on developing effective educational leadership and on educational reform, the principal has been repeatedly identified as the "gatekeeper" to curricular and instructional excellence. Principals and other administrators need to be sensitive to equity issues so they can help teachers perform without bias, choose instructional materials, develop curricula and create an environment true to the principles of equity.

Objective: The program is designed to provide participants with an overview of equity concepts and effective schooling research; to increase awareness of classroom disparity; to expand observation and supervision skills to include equity issues related to curriculum, teacher-student interactions, and learning environment; and to share research-based strategies, techniques, and resources with which to address disparities and improve student achievement.

How Does the Program Work? School districts recommend at least two principals or other administrators to participate in a series of three workshops scheduled over a period of one to three months. Training sessions include research and self-assessment on effective schooling and what effective administrators can do to maximize all students' potential to achieve. Equity concepts related to gender, race, disability, national origin and socio-economic class are infused to ensure an inclusive approach to excellence. After each session, participants make observations on their campuses using information studied in the workshop. In addition, the program provides resources and strategies to be shared with staff and other administrators.

Is the Program Successful? Yes!!! Observation reports and participant surveys indicate an increased knowledge of equity issues and a plan of action to make needed changes and work toward an inclusive approach to excellence.

Facing the Future: Education Equity for Females and Males

The following is excerpted from pages 26 through 29 of *Facing the Future: Education Equity for Females and Males* by Martha Matthews, published in 1980 by the Council for Chief State School Officers, Resource Center on Sex Equity, 400 North Capitol Street NW, Suite 379, Washington, DC 20001; (202) 624-7757.

The particular kinds of effort and leadership which will be most positive in any particular area, institution, or situation must be determined by educational leaders based on their expertise and their understanding of the unique needs presented. There are, however, a number of general functions which must be performed by educational leaders if quality and equity in education are to become a reality for females and males.

- building a consensus regarding the importance of the achievement of equity for females and males in education
- increasing understanding of the operation and effects of sex stereotyping and sex differentiation in education
- articulating goals which can direct efforts to achieve sex equity in education
- supporting and stimulating the development of models and the implementation of programs which can promote these goals
- obtaining and allocating human and financial resources for educational equity efforts
- increasing the capability and skills of education personnel to achieve sex equity in their professional responsibilities
- developing and maintaining systems for the monitoring and reporting of sex equity progress and problems and the reinforcement of efforts to expand opportunities for both sexes

Building Consensus

If equity for females and males is to be achieved in education, there must be consensus among educators and community members as to its importance. Too often, the importance of sex equity efforts is perceived primarily as a matter of compliance with federal law. While these laws establish minimum compliance standards which have stimulated some efforts, they have not helped all educators and community members to understand the fundamental human, educational, and societal importance of the achievement of equity for females and males.

Building consensus as to the meaning and importance of sex equitable education is in many circumstances a particularly important focus of leadership. Current patterns of educational achievement and participation are the result of many years of sex stereotyping and differential treatment; these patterns will not be modified simply by providing "equal opportunity"—open access to courses and programs for females and males. While equal opportunity is an important and necessary first step, it must be complemented by sex equitable programs which can stimulate all students to take advantage of this equal opportunity. Sex equity programs help students learn to recognize sex stereotyping and to evaluate its influence on their own lives, provide students support for exploring new options, and encourage students to acquire the full range of human skills and experiences which they will need for the future.

Educational leaders can work to build consensus with other educators and with community members by elucidating the relationship between the achievement of quality and equity in education and the elimination of sex stereotyping and sex differentiation.

Education leaders can employ personal influence and organizational resources to emphasize the importance of eliminating sex bias in education as a means of expanding individual options for all students, thereby increasing the human resources available to society.

Discussions with colleagues and constituents, public and legislative hearings, articles in agency or organizational publications, and presentations at professional meetings are all examples of

strategies often employed by educational leaders to build consensus. These strategies and others may be used to build support for a variety of programs to promote equitable education for all students.

Increasing Understanding

An understanding by educators and community members of the operation and effects of sex stereotyping and sex differentiation in education can both contribute to consensus regarding the importance of their elimination and provide guidance for the development of new programs and the assessment of their effectiveness.

Because current data leave unanswered many important questions, support for further research will be needed if educational equity is to be achieved. For example, much research remains to be done on the possible interaction of racial-ethnic and sex differences in educational achievement and on the possible sources of such differences in the educational experiences of students.

Education leaders can work to incorporate meaningful sex equity components in current and projected data acquisition systems. Legislative programs at the federal and state levels and funding priorities for distribution and use of federal, state, and institutional funds can be employed by educational leaders to encourage further research and documentation relevant to education equity for females and males. Leaders in elementary-secondary education can work cooperatively with their colleagues in higher education and other research institutions to identify and address research needs in this area.

Articulating Goals

The articulation and communication of specific goals for achieving sex equity provides education leaders with a means of directing efforts and organizing resources within education agencies and institutions and the community at large. These goals may be articulated in federal and state legislation; in program planning priorities at the federal, state, and local levels; in standards for the accreditation of schools, the certification of education personnel, and the adoption and/or recommendation of textbooks and curriculum materials; and in the organizational priorities of professional organizations. The most meaningful goals for achieving educational equity are those that are specific to the needs and resources of particular agencies or groups, and which are consistently communicated through formal policy and publications and through the actions of educational leaders.

Supporting and Stimulating Model Development and Program Implementation

The translation of sex equity from goals to reality will require the development of specific "how-to" models that can be disseminated, used, and adapted by educators, and the implementation of sex equity programs defined by specific objectives, observable outcomes, staff responsibilities, and timelines. Model development and program implementation will be required throughout all areas and levels of education: sex equity will be achieved only when equity concerns are defined and infused throughout all structures and operations of education.

Education leaders may support the development of sex equity models and the implementation of sex equity programs in a variety of ways: through the provision of financial incentives for the development of exemplary programs, through the establishment by federal and state agencies of requirements for local equity plans and procedures, and through the modeling by educational leaders of sex equity programs within their own agencies, institutions, or organizations.

Obtaining and Allocating Financial and Human Resources

As financial resources for education become increasingly limited, many educational leaders are re-evaluating program priorities, reallocating fiscal and human resources, and working to increase the cost-effectiveness of education programs. Within this difficult process, sex equity needs and concerns require careful consideration. Education leaders must work to obtain and protect budget allocations necessary to support sex equity programs while seeking at the same time to identify ways in which sex equity components may be integrated within ongoing programs without incurring additional costs.

Much sex equity funding to date has come from the federal level: funds for a variety of programs are now available under the Women's Educational Equity Act, Title IV of the 1964 Civil Rights Act, and the Carl D. Perkins Vocational Education Act. More restricted funding may be available under the Elementary-Secondary Education Act (from the state program improvement allocation). Education leaders may work for the continuation of federal funds, while working with state legislatures, education organizations, private foundations, and other institutions to obtain sex equity funds from these sources.

Education leaders must also make every effort to integrate sex equity components into ongoing programs through the efficient use of currently available human and financial resources. These components can be integrated explicitly into the job responsibilities of all educators, just as they can be assigned priority within existing budget allocations.

Increasing Capability and Skills of Education Personnel

If education personnel are to assume responsibility for the implementation of sex equity activities and programs, they must be provided the capability and skills for successful performance of these responsibilities. Education personnel, like the students they serve, must be provided data concerning the changing roles of women and men and the implications of these changes for students, for education, and for society. They must be provided information on their legal responsibilities for nondiscrimination and equity as well as the skills necessary to attain compliance. They must acquire the skills to recognize sex stereotyping and sex differentiation as these are manifest in their own areas of professional competence, the skills to correct stereotyping and differentiation in their own professional behaviors, and the capability to design and implement sex equitable programs in accordance with their own job functions.

Education leaders can work to ensure that all education personnel are provided training and technical assistance relevant to sex equity. Needs for the preservice training of personnel can be communicated to the institutions which train teachers, counselors, and administrators; and standards for sex equity training or competence may be included in requirements for the certification (or recertification) of education personnel. Programs of inservice training can be developed and implemented by state and local education agencies and by professional organizations. Education leaders should work not only to ensure that training is provided, but provided in a progressive and sequential fashion that can lead from the development of awareness to the acquisition of concrete job-related sex equity skills and competencies.

Developing and Maintaining Monitoring and Reinforcement Systems

The achievement of sex equity is a complex and time-consuming process that may encounter unexpected difficulties or produce unanticipated results. The stresses and strains inherent in any change process are particularly acute for educators striving to achieve both equity and stability in institutional as well as personal settings. Change will require the provision of continuing support and reinforcement for individuals making positive efforts, and the continuing involvement of all affected individuals in problem identification and resolution.

Education leaders must work to install sex equity monitoring and planning components within ongoing management systems. Performance measures, timelines, and accountabilities should be periodically reviewed, reported, and disseminated for comment and planning by all education personnel and concerned community members.

Reinforcement of identified progress and success is a critical component of sex equity efforts. Financial rewards in the form of grants or priority funding may be used to encourage the maintenance of successful programs or the extension of promising activities. Providing visibility for programs and individuals contributing to sex equity progress not only reinforces those individuals involved, but may also stimulate similar efforts by others. Education leaders may utilize both personal and organizational resources to provide such visibility.

Education leaders will recognize in this list functions intrinsic to all leadership. Policy makers from federal and state education agencies, members of state and local boards of education, governors and legislators, and leaders from education associations and community organizations have vital roles to play in achieving quality education and an equitable future. By incorporating a commitment to equitable programs for girls, boys, women, and men within ongoing leadership structures and behaviors, education leaders can help ensure that the futures of students and the development of society are not limited by continued stereotyping, segregation, and discrimination based on sex.

Basic Compliance Survey and Administrator's Self-Evaluation of Equitable Behavior

From *Becoming Sex-Fair: The Tredyffrin/Easttown Program*, Women's Educational Equity Act Program, 1979.

Basic Compliance Survey

Name of District: _____

Name of Superintendent: _____ Phone: _____

Name of Compliance Officer: _____ Phone: _____

(A check √ between yes and no = "don't know")

Yes No 1. Does the district have an official policy regarding nondiscrimination on the basis of gender, race, national origin, and disability?

Yes No 2. Has the district established a grievance process both for employees and students?

Yes No 3. Does the district publish the name of the Title IX officer regularly to all constituents? If yes, in what way/form?

Yes No 4. Do statements regarding the district's intent to comply with Title IX appear regularly in publications distributed throughout the district? If yes, in/on which publications?

Yes No 5. Are the statements mentioned in number 4 published in the student's native language (other than English)?

Yes No 6. Did the district develop/complete a comprehensive Title IX self-evaluation and implement it throughout the district?

Yes No 7. If the answer to number 6 was affirmative, has the district established an ongoing plan for the effective implementation and monitoring of equity activities?

8. List examples of the efforts taken to make equity a reality in the district:

Inservice	1. _____
	2. _____
	3. _____
Policy/Development Adaptation	1. _____
	2. _____
	3. _____
Technical Assistance (name source)	1. _____
	2. _____
	3. _____

9. What exemplary areas/people/processes are observable in the district related to equity in education? (list on back)

Administrator's Self-Evaluation of Equitable Behavior

Directions:

1. In each of the following sections, rate yourself for each numbered item. The sections include Administrator's Behavior, Interactions with Others, and Administrative/Supervisory Functions.

2. Review your ratings, then evaluate your overall performance by marking the continuum at the end of each section.

3. After checking for areas of weakness as indicated by your ratings, state specific goals for becoming more fair; for example, if your rating for item 2, "Language," fell within the "sometimes" column, you might write as a goal: "I will avoid using biased language during the next week and ask my family and friends to make me aware of errors."

Notes:

1. Items that include examples are suggested applications of the item; they are not meant to be all-inclusive.

2. All items in the checklist are appropriate for building administrators, such as principals. Many items also are appropriate for central administrators. Even when specific items do not apply to the actual situation of a particular administrator, such behaviors may be an important consideration when making joint policy decisions within the school system. The checklist can be used to sensitize administrators to such behavior.

Suggestions for Use:

- These checklists focus on how a staff member's actions and expectations can create a "hidden curriculum" of bias in the school.
- They are not meant to rate people but to help identify what may be unconscious biased behaviors in dealing with staff and students.
- It is important that these checklists be used as an exercise to create personal growth and awareness and not be used in a judgmental way.
- The process of reading and discussing the checklists is considerably more important than any findings they produce.
- It takes time to change behavior. In undertaking this process, staff members need feedback and positive reinforcement on a continuing basis.

Administrator's Self-Evaluation of Equitable Behavior

Administrator's Behavior

	Check Below				
	Almost Always	Often	Some-times	Rarely	N/A
1. **Attitude.** I take the idea of equality seriously; for example, I do not denigrate men or women or joke about their abilities, roles, or ethnic backgrounds.	☐	☐	☐	☐	☐
2. **Language.** I use nonbiased language; for example, I do not refer to all doctors or lawyers as "he" or all nurses or secretaries as "she."	☐	☐	☐	☐	☐
3. **Generalizations.** I avoid generalizations that refer to gender or race.	☐	☐	☐	☐	☐
4. **Facts.** I use accurate factual knowledge about the current economic and legal status of women and men of all races.	☐	☐	☐	☐	☐
5. **Comparisons.** I avoid comparisons of teachers or students based on gender; for example, I would not say "women cannot discipline students as well as men can" or "the girls are working harder than the boys."	☐	☐	☐	☐	☐
6. **Equal Attention.** I give equal attention to teachers and students of both sexes; for example, I do not show preference for one by asking professional advice only from teachers of one sex or by giving students of one sex more responsibility than those of the other sex.	☐	☐	☐	☐	☐
7. **Values.** I reinforce the expression of values from teachers and students so that both males and females can express assertiveness or gentleness.	☐	☐	☐	☐	☐
8. **Model.** I act as a model of nonbiased behavior by performing activities traditionally thought to be done by the other sex; for example, if male, I offer coffee and refreshments at meetings; if female, I conduct maintenance inspections.	☐	☐	☐	☐	☐
9. **Careers.** I publicly acknowledge the appropriateness of a wide range of career choices, interests, and role for both sexes and all ethnic groups.	☐	☐	☐	☐	☐

Mark the continuum:

basically fair	need some improvement	need much improvement

Consider how you rated yourself under "Administrator's Behavior." List below specific goals for increasing fair behavior.

1. _____

2. _____

3. _____

Interactions with Others

	Check Below				
	Almost Always	Often	Some-times	Rarely	N/A
10. Student Activities-Equal Opportunity. I recommend all school activities to both boys and girls; I do not expect girls to have only typically feminine interests and boys only typically masculine interests.	☐	☐	☐	☐	☐
11. Recognition of Achievement. I give equal attention to the academic and extracurricular achievements of both sexes; for example, I recognize the athletic achievement of both girls and boys.	☐	☐	☐	☐	☐
12. Academic Expectations. I have the same expectations of academic achievement for boys as for girls; for example, I do not expect girls usually to excel in verbal skills and boys usually to excel in mathematics.	☐	☐	☐	☐	☐
13. Expression of Emotions. I permit all children to show their emotions without regard to gender or culture so long as such behavior is within school rules.	☐	☐	☐	☐	☐
14. Nonbiased Student Behavior. I require students of both sexes and all races to treat each other as equals; for example, I do not allow sexist or racist remarks by students to go unchallenged.	☐	☐	☐	☐	☐
15. Behavioral Expectations-Student Discipline. I expect the same behavior from all students and enforce the discipline code without regard to sex or race; for example, I do not treat girls who are fighting differently than I do boys.	☐	☐	☐	☐	☐
16. Student Duties. I assign girls and boys to school duties and responsibilities on the basis of ability rather than gender; for example, both sexes help in the office, deliver messages, or carry equipment and supplies.	☐	☐	☐	☐	☐

Mark the continuum:

_____

basically fair	need some improvement	need much improvement

Consider how you rated yourself on "Interactions with Others." List below specific goals for increasing fair behavior.

1. _____

2. _____

3. _____

Administrative/Supervisory Functions

		Check Below				
		Almost Always	Often	Some-times	Rarely	N/A
17.	**Implement Guidelines.** I actively work to implement school district guidelines to eliminate sexism, racism, and other forms of discrimination.	☐	☐	☐	☐	☐
18.	**Resources.** I provide leadership and encouragement to others (teachers, staff, parents, students) by working to eliminate discrimination; for example: • I help make nonsexist, multicultural curriculum resources available to teachers; • I arrange for inservice programs; and • I counsel staff who make the goal of equality difficult to achieve.	☐	☐	☐	☐	☐
19.	**Standards for Evaluation.** My evaluation standards are the same for all women and men; I evaluate all staff against standards of achievement and performance; for example, I avoid evaluations based on stereotyped expectations.	☐	☐	☐	☐	☐
20.	**Staff Self-Evaluation: Inservice Training.** I recognize that individual efforts to identify and reduce biased behavior are important elements of professional development, for example: • I encourage an ongoing program of staff evaluation of nonbiased behavior, and • I provide opportunities for staff training to increase nonbiased practices.	☐	☐	☐	☐	☐
21.	**Hiring.** I exhibit a nonbiased attitude in my hiring practices; for example, when hiring a new staff member: • I choose the best-qualified person for the position without regard to sex or race; • I seek nonbiased candidates for vacancies; and • I believe in the importance of role models; therefore, when I have a choice of equally qualified candidates of both sexes for a position, I choose the candidate who will correct existing imbalances of men and women within specific grade levels or subject areas. I do the same for racial balance.	☐	☐	☐	☐	☐
22.	**Standards of Professional Behavior.** I set the same standards of professional behavior for all women and men; teachers are neither excused from performing duties nor assigned duties because of their sex or race.	☐	☐	☐	☐	☐
23.	**Career Development.** I help both men and women explore all areas of career development in education; for example, I assume that both sexes of all races are interested in administration and classroom teaching as career choices.	☐	☐	☐	☐	☐

		Check Below				
		Almost Always	Often	Some-times	Rarely	N/A
24.	**Assignment of Additional Duties.** I assign additional school duties on the basis of ability; for example, I avoid reserving duties such as patrolling the hallways or the parking lot for members of one sex.	☐	☐	☐	☐	☐
25.	**Guidance in Performing Duties.** When members of one sex seem less able to perform duties than the other sex (because of past socialization or expectations), I provide the training or guidance that will help people to become competent in these areas in the future; for example, I train women to handle discipline duties on the secondary school level, and I train women to handle sports groups and men to direct craft activities at the elementary school level.	☐	☐	☐	☐	☐
26.	**Curriculum.** I ensure that the school curriculum is nonbiased; for example, I plan for a curriculum that • addresses the needs and interests of all girls and boys; • recognizes the contributions of both sexes from diverse ethnic groups; • provides for the equal treatment of both sexes in all subject areas; and • helps all boys and girls explore the wide range of roles and career options available to them.	☐	☐	☐	☐	☐
27.	**Availability of Classes, Clubs.** I make certain all school facilities, classes, clubs, and equipment are equally available to all students.	☐	☐	☐	☐	☐
28.	**Investigating Discrimination.** I administer or support a formalized procedure for investigating and/or rectifying claims of discrimination within my area of supervision.	☐	☐	☐	☐	☐
29.	**Biased Behavior in Staff.** I counsel staff who exhibit biased behavior, and I urge them to make recommended changes.	☐	☐	☐	☐	☐
30.	**Assigning Positions of Responsibility.** I assign both women and men to positions of authority or responsibility; for example, I assign members of both sexes to serve as an acting principal when I am absent from the building or to chair school committees.	☐	☐	☐	☐	☐
31.	**Budgetary Allocations.** I allocate funds for the purchase of nonsexist, multicultural instructional materials; for example: • when teachers are ordering new materials, I urge them to include nonbias as one criterion for purchasing; and • I suggest teachers supplement biased textbooks currently in use with new nonbiased learning materials.	☐	☐	☐	☐	☐

	Check Below				
	Almost Always	Often	Often	Often	N/A
32. Contact with Parent. I use my contacts with parents to further nonbiased education, for example: • communicating to parents the goals and activities on nonbiased education; and • encouraging parents to look at their sons and daughters as individuals rather than as sex stereotypes, specifically in the expression of human emotion, in the availability of career choices, and in the equality of educational opportunities.	☐	☐	☐	☐	☐

Mark the continuum:

basically fair	need some improvement	need much improvement

Consider how you rated yourself on "Administrative/Supervisory Functions." List below specific goals for increasing fair behavior.

1. _____

2. _____

3. _____

Guide to Interviewing Job Applicants: Selecting the Nonsexist Staff

The following activity, by E.I. Newcombe, is adapted from *Becoming Sex-Fair: The Tredyffrin/Easttown Program*, Women's Educational Equity Act Program, 1979.

Acceptance of the goal of nonsexist education by a district gives administrators the important responsibility of selecting a staff capable of achieving that objective. Because there is no formula for identifying the best-qualified nonsexist candidate, it is necessary for administrators who are sensitive to the ideals of sex equity to evaluate a complex set of attitudes, behaviors, knowledge, and skills during the employment interview. In assessing the potential staff member it is helpful to realize that individuals who are sex fair in their approach to education probably did not become that way by accident. Rather, they probably overcame strong societal counterpressures because they value equality highly, a belief that often will surface during an interview.

Reminders for the Interviewer

To evaluate sex fairness in others successfully, interviewers, first, must understand fully the goals of equality in education and, second, must act themselves in a sex-fair manner. Applicants for a position cannot be expected to display values that they believe oppose those of the interviewer. Questions that traditionally have been asked of only one sex are often sexist in intent and thus inappropriate; for example, applicants should not be asked how they plan to care for young children in their families unless that question is asked routinely of both sexes. Similarly, they should not be asked if they are willing to assume nonclassroom duties, such as handling discipline on the school grounds, unless that question is asked of both men and women.

Evaluation Criteria

The interviewer should be able to evaluate the sex fairness of applicants after observing and questioning them.

- Candidates are well acquainted with the general *goals of nonsexist education* and can apply such objectives in practical situations; for example, they believe that students should have equal access to all educational experiences, and therefore they encourage students to try activities traditionally favored by the other sex.
- Candidates display *positive attitudes toward equality in education*; for example, they acknowledge the importance of equality and show a willingness to work to eliminate sexism in the schools.
- Candidates exhibit *sex-fair behavior*; for example, they use sex-fair language.
- Candidates possess the *skills and techniques* necessary to provide nonsexist education and to correct the problems of sexism; for example, candidates have ideas for supplementing educational materials that treat the sexes equally.

Interviewing Techniques

A combination of indirect assessment and direct questioning techniques may be used to elicit the sex fairness of potential employees and to gain information regarding the evaluation criteria. Indirect assessment such as the observation of behavior is a helpful check on the sincerity of beliefs, and direct questions allow the interviewer to explore a candidate's depth of understanding and commitment. By using indirect assessment early in an interview, an administrator can

evaluate some attitudes before clues are given that may bias later responses. Suggestions for both techniques of interviewing are listed below.

Indirect Assessment. The interviewer can indirectly assess the candidate in the general employment interview.

- Observe sex-fair or sexist behaviors that the candidate may exhibit during the interview.
- Note the attitudes toward sex equity that the candidate may reflect in their personal goals or interests.
- Give the candidate several everyday school dilemmas, some of which consider issues of equality, and note how he or she resolves the problems.
- Ask the candidate to evaluate educational materials, and note whether he or she comments on sex stereotypes and bias.
- Give the candidate a list of concerns facing education, and note any comments the candidate makes about sex fairness in education.

Direct Questioning. After describing the school district's involvement, the interviewer might indicate that he or she would like to discuss nonsexist education and ask direct questions:

- Is there any incident, either sexist or sex fair, in your own educational background that made a significant impact on you?
- What are the goals of nonsexist education?
- What general sexist behaviors do you feel occur frequently in the school environment?
- What have you done in the past within your own area of responsibility to ensure nonsexist education?
- What changes do you feel are necessary in order to realize the goals of nonsexist education?
- What course work and training in sex equity have you completed?

You may wish to develop an interview form to use in evaluating candidates for sex fairness. A sample interview form follows.

Sample Interview Form for Evaluating Candidates' Sex Fairness

Directions: Before the interview, read each item and record the specific means you will use for assessing each item (i.e., list the direct questions you will ask). During the interview, check the proper column as you evaluate the candidate on each item. Appropriate comments may be recorded.

	excellent	good	fair	poor
1. Knowledge of goals of nonsexist education				
• The candidate can state general goals for nonsexist education.	☐	☐	☐	☐
• The candidate can apply such general goals to specific situations.	☐	☐	☐	☐
Means of assessment:				
Comments:				
2. Attitudes				
• The candidate displays positive attitudes toward educational equity.	☐	☐	☐	☐
• The candidate acknowledges the importance of equity.	☐	☐	☐	☐
Means of assessment:				
Comments:				
3. Behavior				
• The candidate exhibits sex-fair behavior (e.g., as described in the self-evaluation checklists).	☐	☐	☐	☐
Means of assessment:				
Comments:				
4. Skills				
• The candidate possesses the skills and techniques necessary to provide nonsexist education.	☐	☐	☐	☐
• The candidate possesses the skills and techniques necessary to correct problems of sexism.				
Means of assessment:				
Comments:				

District/School Observation/Visitation Checklist

The following checklist, used with permission, is from *The Equity Principal: An Inclusive Approach to Excellence* by Dolores A. Grayson, published in 1987 by the Los Angeles County Office of Education. For more information, contact Grayson at the GrayMill Foundation, Route 1, Box 45, Earlham, IA 50072; (515) 834-2431.

School/District _____ Date _____

Contact Person(s) _____ Phone Number _____

Instructions: Respond to each item with "yes," "no," or "unable to answer." Add any appropriate comments or evidence in support of your response.

I. Procedural		Comments/Documentation
1. Acknowledge federal and state laws	___	
2. Develop a grievance process	___	
3. Demonstrated that grievance process works	___	
4. Appointed a Title IX office	___	
5. Self-evaluation completed	___	
6. Self-evaluation plan implemented	___	
7. Changes evident	___	

II. Admissions/Access to Courses	
1. Required instruction same for all	___
2. Graduation requirements same for all	___
3. Nonbiased treatment of pregnant/ married students	___
4. Course descriptions reviewed/non-biased revisions made	___
5. Elective courses open to all students	___
6. Proof of "positive" counseling regarding course selection	___
7. Counseling services are equitable	___
8. Proof of "positive" counseling regarding career guidance exists	___

		Comments/Documentation
9.	Counseling materials and treatment of data are nonbiased	___
10.	Special programs evidence equitable practices	___
11.	"Work Study" programs demonstrate equal opportunity for all students	___
12.	Course content and practices are nonbiased	___

III. Treatment of Students

1.	Equitable disciplinary practices (includes dress/appearance policy)	___
2.	Attendance policies are equitable	___
3.	Student handbooks evidence affirmative measures	___
4.	Cocurricular activities open to all	___
5.	Cocurricular activities membership evidence positive recruitment	___
6.	Athletic league regulations equitable	___
7.	Athletic activities based on student body survey data	___
8.	Athletic activities "laundry list" considered/reconciled	___
9.	Athletic awards equitable	___
10.	Achievement awards open to all	___
11.	Publications reflect equal treatment	___
12.	Assemblies reflect equal treatment	___
13.	Insurance programs equal for all students	___
14.	Cocurricular policies for married students are equitable	___

IV. Employment Practices

1.	Affirmative action apparent	___
2.	Equal pay for equal work in evidence	___

		Comments/Documentation
3.	Work assignments made with nonbiased criteria (academic and co-curricular)	____
4.	Fringe benefits equal for male and female employees	____
5.	Collective bargaining agreements contain no biased codicils	____
6.	"Socializing" activities include both male and female employees	____
7.	All employment forms have been revised to reflect equitable practices	____
8.	Intern programs for administrative advancement evidence both male and female enrollment	____
9.	Leaves and opportunities for conference attendance demonstrate equitable application	____
10.	District policy dealing with nepotism not biased to favor one sex over another	____

V. Other

1.	District budget demonstrates equitable treatment	____
2.	School budget(s) demonstrate(s) equitable treatment	____
3.	Athletic budget demonstrates equitable treatment	____
4.	Faculty memos and communications are nonbiased	____
5.	Curriculum materials have been reviewed for bias	____
6.	Curriculum materials have been changed/adapted/revised to eliminate sexist and racist content	____
7.	Student college/postsecondary plans analyzed for possible sexist/racist subtlities	____

			Comments/Documentation
8.	Attitudes: Students	+ / −	
	Teachers	+ / −	
	Administrators	+ / −	
9.	Parent education/involvement in school activities held at convenient times for working parents	___	
10.	Staff development activities held regarding sex and race bias issues	___	

General Comments:

Title IX Self-Evaluation Checklist

This checklist was developed by the Wisconsin Department of Public Instruction in 1975 and circulated to local districts in Wisconsin. It is provided here as a "guide review" of the initial and ongoing compliance issues related to Title IX of the Education Amendments of 1972.

The following checklist was prepared to assist you in conducting the self-evaluation required by the Title IX Regulation. Although it covers most aspects of the regulation, it is not exhaustive and therefore should not be used as a substitute for careful reading of the regulation itself. The best use of this checklist may be to indicate the kinds of questions which school districts should ask in evaluating their school system. The checklist is organized by section numbers and titles found in the Title IX Regulation issued June 4, 1975.

The Department of Health, Education, and Welfare considers the self-evaluation process one of the most important provisions of the Title IX Regulation. It is strongly recommended that a committee broadly representative of the community, including men and women school board members, administrators, teachers, counselors, parents, and students, be established to conduct the evaluation, which must be completed by July 21, 1976. If *all* members of a school district are informed about the purposes of the self-evaluation process, they can provide pertinent information and help implement corrective measures. To expedite the self-evaluation process, it may be advisable to appoint subcommittees to consider such areas as guidance, curriculum, athletics and other student activities, employment, and Title IX implementation.

As you work through the checklist and gather data for the self-evaluation (or upon completion of this process) decide

1. whether current policies and practices are out of compliance with the Title IX Regulation (refer to the regulation itself for exact wording of requirements and prohibitions);
2. how to modify policies and practices that are out of compliance; and
3. what remedial steps need to be taken in order to eliminate any discrimination resulting from such policies and practices.

Since Title IX requirements do not specify a uniform self-evaluation model, school districts are free to develop procedures appropriate to their own situation. It is very important, however, to maintain detailed records of the self-evaluation process as well as the modifications and remedial steps taken. Such records must be kept on file for at least three years.

106.8 Designation of responsible employees and adoption of grievance procedures.

1. Has at least one Title IX Coordinator been designated?
2. Have all students and employees been notified of the name(s), office address(es), and telephone number(s) of the coordinator(s)?
3. Have grievance procedures for students been adopted and published?
4. Have grievance procedures for applicants and employees been adopted and published?

106.9 Dissemination of policy.

5. Have the following been notified of a policy of nondiscrimination on the basis of sex:
   - applicants for admission and employment
   - students and parents of students
   - employees
   - sources of referral of applicants
   - unions, professional organizations

6. Has notification of a policy of nondiscrimination on the basis of sex been placed in the following:
   - local newspapers
   - school newspapers and magazines
   - memoranda or other written communications distributed annually to each student and employee
   - announcements, bulletins, catalogs, student and faculty handbooks
   - application forms

7. Are above-listed publications free of text and illustrations suggesting differential treatment on the basis of sex?
8. Have admission and recruitment representatives (including counselors or student advisors and personnel officers) been advised of the nondiscriminatory policy and required to adhere to the policy?

106.31 Education programs and activities.

To aid in evaluating this area, the committee might review the following: student handbooks, curriculum booklets, course descriptions, graduation requirement policies.

9. Are there different rules of behavior or appearance on the basis of sex?
10. Are there different punishments or penalities for violations of rules of behavior or appearance on the basis of sex?
11. Are different awards bestowed on the basis of sex (for example, award letters to outstanding male athletes and certificates to outstanding female athletes)?
12. Are any awards bestowed on the basis of sex (for example, outstanding boy and outstanding girl)?
13. Are different criteria applied on the basis of sex in selection for honors or awards (for example, a higher grade-point average for one sex than the other for eligibility for membership in an honor society)?

106.31 Education programs and activities

Extracurricular Activities (Excluding Athletics)

14. Do schools sponsor, furnish facilities to, or otherwise support any activities or clubs that limit membership to one sex (not including the YMCA, YWCA, Girl Scouts, Boy Scouts, Camp Fire Girls)? Indicate the kind and amount of support in each case.
15. If single-sex organizations are sponsored or aided, are they a) tax exempt; b) traditionally one sex; c) limited to members under 19 years of age?
16. Is the treatment of students in any activity or club different on the basis of sex (for example, meeting times, assignment of faculty and advisors by sex)?
17. Are there any other aids, benefits, services provided differentially on the basis of sex?

18. Do schools provide significant assistance to organizations, agencies, or persons that discriminate on the basis of sex in providing any aid, benefit, or service to students or employees? Indicate the nature of such assistance.

106.33 Comparable facilities.

19. Are toilet, locker room, and shower facilities comparable for both sexes?

106.34 Access to course offerings.

20. Are there any courses designated or recommended for one sex only (for example, Bachelor Living)? List them.
21. Are there any courses required for one sex but not the other (for example, home economics, industrial arts, military training, physical education)? List them.
22. Do any courses have prerequisites that have a discriminatory effect on enrollment?
23. Are students separated by sex for instruction *within* courses (except for instruction regarding human sexuality or in contact sports)?
24. Are classroom activities assigned on the basis of sex?
25. Do teachers use different methods of reward and punishment for female and male students?
26. Are there disproportionate numbers of one sex or exclusively members of one sex in any class? Why?
27. Do student handbooks or materials related to course description and selection contain content, language, or illustrations which discriminate on the basis of sex?
28. Do curriculum guidelines for course offerings contain sex stereotyping or bias?
29. Where students of one sex have previously been excluded or discouraged from taking certain courses, what steps have been taken to apprise students and parents of the availability of these courses or to assess student interest?
30. What standard of measuring skill or progress is used for male and female students in physical education classes (single, separate, individual, other)?
31. Does the standard of measuring skill or progress have an adverse effect on one sex?
32. If there are impediments to immediate compliance in the physical education program, indicate specifically what they are for the following areas:
    - staff training and planning
    - curriculum revision
    - rescheduling
    - renovation of facilities or construction of additional facilities

    List specific steps being taken to comply along with a timetable for their implementation.
33. If separate physical education classes exist during the adjustment period, are they comparable?

106.36 Counseling and use of appraisal and counseling materials.

34. Are students guided into certain courses on the basis of sex (for example, home economics, industrial arts)?
35. Are students guided toward certain career choices on the basis of sex (for example, nursing, law, teaching, police work)?
36. Do counselors make college recommendations on the basis of sex?
37. Are different tests used to appraise or evaluate female and male students, or are test results used differently on the basis of sex? (Note: Certain vocational interest tests have

been found to be sex-biased. For example, outdated versions of the Strong Vocational Interest Blank and Holland's Self-directed Search.)*

38. Have procedures been developed to examine appraisal and counseling materials and techniques for sex bias?

106.38 Employment assistance to students.

39. Have assurances of nondiscrimination been obtained from potential employers?
40. Are employment requests accepted from or referrals made to employers who discriminate or give preferential consideration for positions on the basis of sex?
41. Are available jobs posted on the basis of sex?
42. Has a review of student job placements been made to ensure comparability of work assignments, salaries, or wages; efforts to obtain placement, and after-graduation job placement for female and male students?

106.39 Health and insurance benefits and services.

43. Do health services and insurance discriminate in any way on the basis of sex? (Providing services, such as family planning, used by a different proportion of students of one sex is not prohibited. However, a higher insurance premium for pregnancy coverage is considered discriminatory.)

106.40 Marital or parental status.

44. Are there different rules concerning parental, family, marital status for male and female students?
45. Are pregnant students excluded from any classes or extracurricular activities?
46. Are pregnant students required to participate in any classes or extracurricular activities?
47. Are separate programs, schools, classes operated for pregnant students?
48. Are such programs, schools, classes comparable to the regular instructional program?
49. Is attendance at such programs, schools, classes truly optional (on request by student or certification of her doctor)?
50. Are medically homebound pregnant students provided with the same services (for example, homebound instruction) provided to other medically homebound students?
51. Are requirements for medical exemptions from courses or activities the same for pregnancy as for other medical problems?
52. If there are no services or provisions for temporarily disabled students, are pregnant students granted leaves of absence and reinstated to their status at time of leave?
53. Do medical or hospital benefits, services, plans, or policies treat pregnancy and related conditions as any other temporary disability?

106.41 Athletics. (Intramural, Club, and Interscholastic)

54. Are there any single-sex interscholastic athletic teams? List them.
55. How do the interscholastic athletic opportunities for both sexes compare in total number and in type, e.g., team sports, individual sports, seasonal sports, and contact sports?
56. Are there any coeducational interscholastic athletic teams? List them.

*Copies of *Sex Bias and Sex Fairness in Career Interest Measurement*, edited by Esther Diamond, are available from Department of Health, Education, and Welfare, National Institute of Education, Washington, DC 20208.

57. Are students of one sex, for whom overall athletic opportunities have been limited, permitted to try out for teams in noncontact sports offered only to the other sex?
58. Are there any single-sex club or intramural athletic teams? List them.
59. Have the athletic interests and abilities of both sexes been assessed? Specify how this was done.
60. Does the existing athletic program adequately accommodate the interests and abilities of both sexes in type of sports and levels of competition offered?
61. Are necessary athletic equipment and supplies provided for both male and female teams?
62. Are necessary athletic travel and per diem allowances provided for both male and female teams?
63. Are adequate opportunities to receive coaching and academic tutoring available to members of both sexes?
64. Is necessary access to locker rooms, practice, and competitive facilities provided to both male and female teams?
65. Is necessary access to medical and training facilities and services provided to both male and female teams?
66. Is necessary access to housing and dining facilities and services provided to both male and female teams?
67. Is necessary publicity provided for both female and male teams?
68. Are the lengths of athletic seasons and/or the kind of opportunities to compete different for male and female teams?
69. Are opportunities to compete before an audience comparable?
70. If there are impediments to immediate compliance in the athletic, club, or intramural programs, indicate specifically what these are. List the specific steps being taken to comply along with a timetable for their implementation.
71. Are coaches assigned to teams on the basis of sex?

106.51 – 106.61 Employment Practices and Policies

To aid in evaluating this area, the committee might review the following: salary schedules, application forms, leave policies, training programs and selection criteria, tests used in employee selection or placement, promotion policies and criteria, and other relevant school board policies.

Items 72 to 113 apply to both full-time and part-time employees.

72. Compare the number of male and female applicants for employment during the past year. How many of each sex were hired?
73. Are job applicants segregated or classified in any way which adversely affects the employment opportunities or status of one sex?
74. Of qualified applicants for particular positions, are women and men selected in reasonable proportion to their availability in the labor pool?
75. List all institutions of employment recruitment or referral. Do any of these institutions discriminate on the basis of sex?
76. Are preferences granted to applicants for employment on the basis of attendance at predominantly or entirely single-sex educational institutions?
77. If so, does this practice result in discrimination on the basis of sex?
78. Is recruitment conducted primarily at predominantly or entirely single-sex educational institutions, schools, or other organizations?
79. If so, does this practice result in discrimination on the basis of sex?
80. Are there any selection criteria, tests, or other assessment or placement techniques which impact adversely on either sex?
81. Are such assessment techniques that impact adversely on one sex job-related and valid predictors of job performance?

82. Do advertisements for employment or promotion indicate preferences, limitations, or specifications by sex?
83. Where recruitment and hiring have been discriminatory, what steps are being taken to recruit members of the sex previously discriminated against?
84. Are policies, procedures, and criteria for recruitment, hiring, promotion, and transfer in writing?
85. Are these policies, procedures, and criteria nondiscriminatory in their effect on opportunities for selection and advancement of members of both sexes?
86. Are these policies, procedures, and criteria disseminated and applied without regard to sex?
87. Are pre-employment inquiries made as to the potential or actual marital, parental, or family status of an applicant?
88. Are there any policies concerning marital, parental, or family status that treat people differently on the basis of sex?
89. Are there any policies or practices regarding an applicant's or employee's status as head of household or principal wage earner?
90. Compare the number and percentage of employees in the entire district by sex for each major job category (custodial, secretarial, supervisory, administrative—principals, assistant principals, central office, superintendent).
91. Compare the number and percentage by sex in each job category within each school.
92. Are the average salaries and grades by sex of 5-, 10-, and 15-year employees in equivalent job categories equal?
93. Are salaries for the same or comparable jobs and responsibilities equal for women and men?
94. Are criteria for determining salaries for each job classification specified and made available to all present and potential employees?
95. Is the rate of compensation for extracurricular assignments the same for men and women when working conditions are similar (for example, coaching; club sponsorship; supervision of sports events, plays, musical events; field trips)?
96. Is the average time between promotions of employees within different job classifications equal by sex?
97. Is there a pattern of discriminatory assignment of members of one sex to lower ranks, levels, or classifications of job responsibility and status?
98. How many nonadministrative staff members of each sex have administrative credentials and are qualified to hold administrative positions?
99. Are there areas of underutilization of either sex?
100. Is any position classified on the basis of sex (for example, only female coaches for girls' athletic teams)?
101. Do criteria or prerequisite experiences for employment or promotion discriminate on the basis of sex (for example, coaching experience as a criterion for the selection of a Director of Physical Education where opportunities in coaching for women have previously been limited)?
102. Are both male and female employees notified about job openings, both within a school and districtwide?
103. Are administrative internships, inservice or apprenticeship training, staff development opportunities, and tuition grants for other compensation designed to prepare employees for promotion equally available to women and men? (What is the job classification and percentage by sex of staff who have participated in such programs?)
104. What steps are being taken to eliminate under-representation of members of one sex in the applicant pools?
105. Are employees of both sexes encouraged to obtain administrative training and experience?
106. Are employees of both sexes encouraged to apply for administrative positions?
107. How much was spent on training during the past year by sex?

108. Are there any contractual or other relationships (for example, collective bargaining agreements) that have the effect of subjecting employees to discrimination on the basis of sex?
109. Are nepotism policies written and applied with equal impact on members of both sexes?
110. Do employer-sponsored activities, including social and recreational programs, discriminate on the basis of sex?
111. Are there discriminatory policies or practices in any of the following areas:
    - recruitment
    - selection
    - transfer
    - referral
    - retention
    - dismissal
    - membership

    If so, what steps are being taken to remedy these discriminatory policies or practices?

112. Are leaves—medical, sabbatical, emergency, administrative (to attend conferences, professional meetings, etc.), and educational—available to men and women equally?
113. Are pregnancy and related conditions (miscarriage, abortion, childbirth) treated as any other disability or medical absence?
    - Are leave policies the same?
    - Disability income?
    - Accrual of seniority?
    - Reinstatement?
    - Fringe benefits?

106.56 Fringe benefits.

Fringe benefits are defined as any medical, hospital, accident, life insurance, or retirement benefit, service, policy, or plan, any profit-sharing or bonus plan, leave, and any other benefit or service of employment.

114. Are fringe benefits available to employees without discrimination on the basis of sex?
115. Are fringe benefits available to spouses, families, or dependents of employees differently on the basis of the employee's sex?
116. Does any fringe plan not provide *either* for equal periodic benefits for members of each sex *or* for equal recipient contributions to the plan for members of each sex?
117. Do pension or retirement plans establish different optional or compulsory retirement ages for each sex or otherwise discriminate in benefits on the basis of sex?
118. Do organizations providing or administering fringe benefits have policies or practices subjecting employees to discrimination on the basis of sex?

Moving Toward Educational Excellence Through Equity

The following article, used with permission, is from *The Equity Principal: An Inclusive Approach to Excellence* by Delores A. Grayson, published in 1987 by the Los Angeles County Office of Education. For more information, contact Grayson at the Gray Mill Foundation, Route 1, Box 42, Earlham, IA 50072; (515) 834-2431.

Using a level-by-level approach* to assuring equitable programs and practices for all students can lead to achieving and maintaining quality education simultaneously. Based on the premise that "quality education" and "educational equity" are indivisible, these levels are applicable to the multiple discrimination areas (i.e., race, sex, national origin, disabled, etc.).

The levels and suggested sample activities to help achieve equity are

Physical: Removing or posting signs, as appropriate; creating coeducational physical education and vocational education programs/offices; and providing mutual access to facilities, equipment, work/playground/study areas.

Access: Ensuring the intent to comply with Title IX mandates by accomplishing procedural requirements; reviewing course title descriptions and making the necessary changes; changing recruitment policies/practices to make enrollment in nontraditional classes possible/attractive; reviewing course content to ensure elimination/modification of stereotyping/bias; and ensuring that selection criteria for admission to special programs are not divisive nor result in segregated groupings.

Treatment: Identifying and modifying biased counseling/instructional behavior; eliminating sexist/racist disciplinary practices; reviewing/responding to identified needs, interests and abilities; reviewing publications and other cocurricular activities to guarantee equal coverage, enrollment opportunity, and honors; establishing criteria so awards will be provided equally to deserving female and male students; and including equity concerns in student budgeting/funds disbursement process.

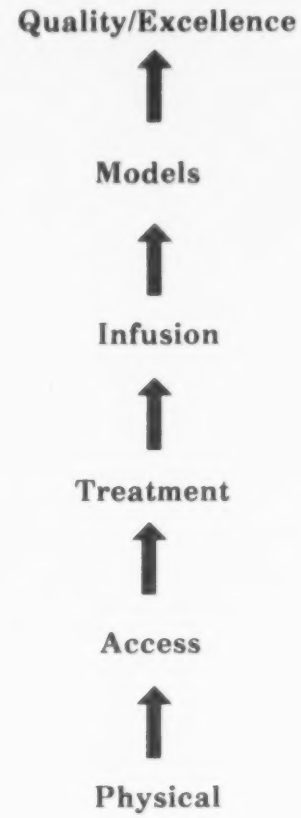
Infusion: Developing/applying the skills necessary to modify instructional materials to eliminate slanted reference/connotations or omissions; including equitable concepts in classroom discussions and activities; creating a balanced learning environment; providing women's studies units/programs and/or working toward inclusion of equity elements in all curricular strands/offerings; and developing new curriculum frameworks/manuals that include a range of equity issues/criteria/suggestions.

Modeling: Creating pilot programs, centers, clusters which typify nonbiased approaches; adopting and implementing systemwide policies, practices, and programs which are fair; publicizing and reinforcing the success of nontraditional programs; establishing an upward mobility track for aspiring female as well as male administrators; actually placing and supporting women/minorities in high administrative positions and men in primary and elementary instructional programs; and developing a positive problem-solving monitoring process that will ensure the ongoing pursuit of equity as a priority.

*Concept by S. McCune, developed by B. Landers, adapted from "Levels of Desegregation," S.E.E. Update/CA. SDE

Educators are encouraged to move beyond "paper compliance" efforts and continue to develop and implement the actions needed at each level to institutionalize educational equity. Districts may wish to assess their level of commitment and action to date and then pursue organized activities that assure programmatic infusion within existing priorities.

The Levels to Excellence Through Equity



Parent/Community Involvement Strategy and Activities

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Parents and community members are very important groups to include in any strategy plan for equity. Most have a strongly ingrained sense of fairness and equity and want to believe that everyone has an equal chance and equal opportunity. Parents are generally very interested in the future of their children's lives. They want and need help in preparing their children for the future. They need to know the statistical facts on men and women's participation in the labor force. They also need to be aware of changing and expanding family roles and need the tools to assist children in making informed choices about career and life options.

Parents and community members can be strong advocates for change within the educational system. Educators should identify supporters of equity, whether individuals or groups, use their energies, and involve them creatively so they can take an active role in making change happen.

- Begin by identifying organizations and individuals who have supported and advocated equity in the past. Encourage teachers and other staff members to make suggestions.

Some groups have long been supporters of equity; the League of Women Voters (LWV) and the American Association of University Women (AAUW) are obvious examples. Include others, such as the chamber of commerce and parent-teacher associations, whose interest in equity may come from another perspective.

- Recognize the influential role parents and community members play as change agents. Offer opportunities for them to participate in equity promotion by
  - —providing equal representation of men and women on advisory and other school/community committees;
  - —asking for their assistance in identifying speakers on expanding life options in work and family;
  - —developing co-op sites for work experience, including nontraditional jobs; and
  - —working together on school/community employment equity conferences, such as "Expanding Horizons," "Career Expo," or "Choices," in which students hear from people employed in nontraditional careers.
- During student registration, provide parents with materials that describe the options and opportunities available to their children. Hold *information sessions* for parents and students, which include a question-and-answer period, to discuss the changing labor market and inform them of the support services available to students enrolled in nontraditional programs.
- Use *parent conferences* as an opportunity to discuss a student's career goals, again identifying where they can get assistance in career planning for their child.
- Parents and community members can become involved with equity efforts through a number of *learning experiences*, including
  - —classroom interviews, which could focus on careers and family issues such as child care.
  - —field trips that investigate career opportunities in local business and industry. Such outings build involvement and develop insight into the community's employment needs.
  - —presentations and special programs by universities and technical colleges.

• Inform the community about equity efforts through a *variety of media*, including the local newspaper, radio, and newsletters. These publicity efforts can relay facts about the changing labor market as well as changing families. Develop *brochures and booklets* to help parents and their children understand why and how to plan for expanded options.

Tips and Cautions

• Scan the community's resources. Involve a variety of groups in the equity initiative; avoid focusing only on women's organizations. Look for natural allies, such as 4-H, universities and technical colleges, Urban League, YMCA and YWCA, the AAUW, and the LWV. Community-based organizations, such as the chamber of commerce and Jaycees, also can be good sources of support.

• Be aware of those who may not support the equity issue and prepare strategies to deal effectively with opposition, fears, or concerns.

• Tailor messages to address community concerns, then focus equity efforts on those concerns.

Suggested Resources

Guidelines for Selecting Bias-Free Textbooks and Storybooks. New York: Council on Interracial Books for Children, n.d.

This publication provides guidelines to parents and educators concerned with biased, discriminatory attitudes on the basis of sex, race, age, class, and handicapping conditions.

Martin-McCormick, Lynda. *Organizing for Change: PEER's Guide to Campaigning for Equal Education*. Washington, DC: National Organization for Women Project on Equal Education Rights (PEER), 1982.

This resource provides a step-by-step description of planning and managing a community campaign for sex equity in schools.

Otto, Luther. *How to Help Your Child Choose a Career*. New York: M. Evans & Co., 1984.

A guide for parents that includes information on changing roles of women and men.

Skolnick, Joan, Carol Langbert, and Lucille Day. *How to Encourage Girls in Math and Science: Strategies for Parents and Educators*. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Information Sheet: Parents and Careers

The home has great influence on youngsters' attitudes toward work, school, and society in general. Parents can help their children of all ages consider careers that reflect their interests and abilities.

Parents are important resources of career information. Working together with educators, parents can encourage and support their children as they explore career choices. They can help their children explore a number of alternatives while keeping in mind the changes occurring in the job market. The school guidance counselor is a good source for current career information. In junior and senior high, schools generally give career interest surveys that identify a student's interests in relation to possible career paths. Parents can ask to see the results and go over it with the counselor and your child.

Sex bias and sex-role stereotyping can hinder children's career choices, whether they are female or male. Parents can encourage children to consider career choices based on their interests and abilities, not their sex.

There now are more women in the work force (55 percent) than outside of it. However, women earn about 65 cents for every dollar their male counterparts make. It is still true that a college educated woman, on the average, does not earn as much as a man who has only a high school diploma. The wage "gender gap" is due in part to the fact that women workers continue to be highly concentrated in "female intensive" occupations, such as secretarial work.

While women's general wages may be lower than those of men, the money women bring home is very important to their families. Women are the primary source of support for more than 10 million households. In two-income families, wives working full time bring home 40 percent of total earnings.

Choosing a career is a long and serious process, beginning in preschool and extending over the years. Parents can become involved in helping their children make sound career decisions by

- building awareness of the changing job market, job market demands, and the required training for jobs. They need to be open to the concept of equal access and opportunities. They also need to promote the idea of jobs and careers for people, rather than jobs and careers for boys or jobs and careers for girls;
- helping children of every age explore all kinds of career possibilities;
- encouraging daughters and sons to pursue careers in areas that maximize their strengths and options while planning for careers of the future; and
- encouraging their children to explore the course preparation and training needed for occupations that will provide sufficient income and economic security.

Advocating for Equity for Girls and Young Women

Adapted from "An Action Agenda for Equalizing Girls' Options" by Girls' Clubs of America, Inc., 1985.

Girls' Clubs of America offers the following additional suggestions to demonstrate how any individual can be a catalyst for change for girls and young women.

In the Family

- Watch your language; watch other people's. Don't talk in sexist stereotypes.
- Try role reversal at home. Let Dad do the dishes, son bathe the baby, and daughter mow the lawn or take out the garbage.
- Encourage girls to talk as much as boys. Listen just as intently to what they say.
- Watch television with your children. Help them analyze what they are seeing. Praise nonsexist programs. Protest stereotyping to networks, program producers, and sponsors.
- Include boys in discussions about sexual responsibility. Your expectations for responsible sexual behavior of both sexes should be equal and explicit.
- Encourage and praise risk-taking in girls and care-taking in boys.
- Avoid rescuing girls in situations where you would let boys learn for themselves.
- Demonstrate to girls the math and science used in everyday activities.
- Use the language of skill and success to compliment girls.
- Talk to girls and boys about balancing family responsibilities.
- Introduce girls to women and men who work both in traditional and nontraditional jobs.

In the Schools

- Work with other parents and teachers to foster nonsexist environments from nursery school onward.
- Urge educators to introduce career awareness and information in elementary school.
- Look at textbooks. Are women discussed in history, science, and art? If not, create a committee for change. Talk to the Board of Education.
- Ask school administrators to develop viable programs to assure girls equal access and time on computers and other high-tech equipment.
- Work with school committees to develop a plan to register girls in advanced science, math, and computer courses.
- Is there a stay-in-school program for teen mothers in your school? If not, find out how you can start one.
- Are team sports programs for girls organized and funded? If not, talk to the principal, the coaches, and the press.
- Help counselors get girls interested and participating in nontraditional vocational training.
- How many of the vocational education programs' counselors are women? Campaign for more.
- Develop a network of working women to supplement schools' efforts in career guidance to help route girls to the work of their choice.
- Recommend awareness training for faculty and staff on stereotyped language, books, and programming, all of which impede girls' progress.

In the Community

- Review and audit services for girls in your community. Work with women's organizations and political groups to strengthen and expand them.

- Go to United Way meetings; make sure allocations are distributed equally between programs for girls and programs for boys. Speak out on the issue of equitable funding.
- Make sure girls' programs are designed actually to meet their needs and serve them, not just count them.
- Raise the issue of adequate and equitable funding in every affiliation you have.
- Get more women on the boards and allocation committees of funders that serve young people, including foundations, the United Way, and service organizations.
- Be an advocate for girls where allocating resources for youth employment programs are concerned.
- Work for adequate community funding of teenage pregnancy prevention and education programs.
- Lobby to get girls' issues on the agenda of public commissions and private women's organizations.
- Advocate equal athletic and recreational opportunities for girls in schools and community programs.
- Volunteer your time and expertise to programs serving girls.
- Contribute financially to programs serving girls.
- Start a Girls' Club.

In the Workplace

- Portray real people, not stereotypes, in your advertising.
- Develop and publicize interest in girls' programs.
- In your community relations programs, address girls' needs through giving and volunteering.
- Be sure women participate in decisions about corporate giving.
- Open nontraditional summer jobs to girls and boys alike.
- Give girls equal opportunities in entry level positions and promotional practices.
- Serve as a mentor to girls and young women whom you employ.
- Provide special support to young women faced with discrimination or sexual harassment on the job.
- Strengthen flexible scheduling, day care provisions, and parental leaves to deliver the message that female and male workers are equally important family members.

In the Nation

- Support only those candidates for public office who support equal opportunity for girls and women.
- Contribute time and money to office-seekers who support women's issues.
- Help girls develop political skills and awareness by acting as liaison between organizations for girls and political campaigns and lobbying efforts.
- Get involved in women's commissions and put girls' issues on the agenda of national women's organizations.
- Support teenage pregnancy prevention initiatives.
- Write your Washington, D.C., representative in support of equal access for girls to vocational and professional schools, athletic programs, and scholarships.
- Support job development programs designed for female teenagers.
- Communicate with your Washington, D.C., representatives in support of the Women's Educational Equity Act to combat stereotypes in education.
- Write your elected representatives in support of the Equal Rights Amendment.
- Understand that the ERA has been reintroduced in Congress; it is not a dead issue.

Parent Brochure

Adapted from Cooperative Educational Service Agency 10, 725 West Park Avenue, Chippewa Falls, WI 54729; (715) 723-0341. The brochure was prepared for distribution at a school career fair.

. . . To Guide Your Children to Success in the Year 2000 Through Career Planning and Vocational Preparation

Did You Know:

- A female graduating now probably will be part of the work force for more than 30 years—whether or not she marries or has children.
- A male graduating now probably will be in the work force for more than 40 years. If he marries, his wife probably will have an important share in the economic support of the family.
- More women are entering the trades and technical fields, while men are beginning to choose nurturing professions such as nursing and teaching in primary schools.
- Most work can be done by people of either sex who prepare and train for it.
- The law is on your child's side. It is her or his legal right to receive fair consideration for any job or training program for which she or he is qualified.

As Parents, We Can Make Sure Our Children Have the Facts:

- That our daughters understand that they probably will be working for pay outside their homes for a significant portion of their lives.
- That our sons realize that, if they marry, they probably will be married to women working for pay outside their homes and that they will need to contribute to or be responsible for caring for children, for the home, and for family needs.
- That our daughters and sons recognize the variety and range of paid work available to them, as well as the duties, requirements, and pay that accompany various jobs.
- That our daughters and sons are aware of the educational programs that can help them to choose and prepare for rewarding work, both outside and inside the home.
- That our daughters and sons know the negative effects stereotyping can have on their lives and the ways that they can overcome stereotyping. In the past, some jobs have been primarily male or primarily female and have limited children's career choices.

Vocational Programs in Your School Provide for Both Girls and Boys to Learn About:

- their interests and abilities.
- tomorrow's jobs.
- computer applications.
- work and families.
- how to get and keep a job.
- how to be a leader through belonging to a vocational student organization (FFA, FHA-HERO, FBLA, VICA, DECA).
- the skills necessary for entry-level employment.
- education and job training opportunities beyond high school.

All vocational programs are open to male and female students because career choices should be based on interests and ability, not tradition.

For more information, contact your high school guidance counselor.

Working with Local Vocational Advisory Committees

Adapted from the Virginia Department of Education's Vocational Sex Equity program. The original text has been changed or expanded upon to accommodate the issues, concepts, and language used in this publication.

Local vocational advisory committees are one of the most important links with business and industry in the community. Their influence can be very important in the effort to eliminate sex bias and stereotyping.

Some Suggestions

1. Seek the advice and support of the vocational advisory committee concerning activities that support sex equity.

2. Use the local advisory committee to help develop specific goals to eliminate sex bias and to increase nontraditional enrollments.

3. Use the advisory committee to recognize successful vocational students, including students in nontraditional activities.

4. Use the advisory committee to help identify employers who hire nontraditional workers.

5. Be sure the council is made up of both male and female members.

6. Include people with nontraditional employment experience as members of the committee.

7. Develop a presentation on vocational education featuring nontraditional and traditional students. Use the advisory committee to help arrange for the presentation at a civic organization meeting.

8. Contact civic and professional groups and offer to have nontraditional role model students speak to the members concerning their experiences as nontraditional students.

9. Seek the assistance of professional organizations in providing encouragement and support to students enrolled in nontraditional courses, programs, and work experience.

Phase V: Evaluation 13

Evaluation is an essential step in the equity planning process. It examines what changes have occurred, what has worked, and what remains to be achieved.

The evaluation process can provide information on the effectiveness of the school's equity program, and in doing so, can help to ensure that programs and curriculum are responsive to the needs of students, staff, parents, and community members.

The Importance of Evaluation

- Evaluation can provide information needed for making decisions about a program—how to improve it, what to leave out, what to add to it.
- Evaluation provides documentation for the funding source for the present program as well as future programs.
- Evaluation provides a basis for comparison allowing us to judge programs.
- Accumulated results can serve as a basis for conclusions about how the needs have been met and what works best to meet those needs. Needs that have not been met also are documented.
- Evaluation is a formal record of accomplishment and serves to answer questions from peers, constituents, supervisors, and the community.

Tips and Cautions

The following organizing questions will help evaluate the program planning phase:

- What was the district already doing regarding sex equity before this program was implemented?
- What other program-improvement issues are being initiated by the district?
- What equity issues or activities currently exist in the community?
- How will each strategy tried be evaluated for effectiveness?
- How will the program as a whole be evaluated?
- How will actions taken be measured for effectiveness?
- What can be learned from those strategies that didn't work?

When deciding what information to collect

- focus the data collection where you are most unlikely to uncover program effects as they occur.
- collect a variety of information.
- gather information to show that the program has had a positive effect.
- collect what you think others will want and need to know about the program.

Key Elements in the Evaluation Process

The evaluation process is comprised of the following four key elements:

Clearly defined program goals. Make certain that the program's goals are justified and re-

sponsive to the needs of the people being served. Base goals on local needs assessment data. (See Phase II.)

Measurable objectives. In order to evaluate success, identify specific, measurable objectives. These objectives are based on student competencies and school actions/standards that are selected and discussed in the equity plan. (See Phase III.)

Documentation. Keep records to determine if and how goals, objectives, and timelines were met and to provide information about related outcomes or events.

Evaluation design. Determine specific evaluation strategies, such as when to conduct the evaluation and who will be responsible for it. Follow up with reports to specific people and committees. Student competencies and school actions/standards provide a standard for measurement. Student and staff survey findings also provide a baseline to measure progress in future years.

Evaluating the Local Sex Equity Program

Evaluating a program involves collecting evidence to demonstrate the program's effects. Consider the program's objectives, the staff's role, and the defined purpose of the evaluation while making decisions about what to evaluate. Involve the equity planning team when considering evaluation alternatives and directions.

Program outcomes will measure the extent to which goals have been achieved. The types of outcomes measured should include those described by the original program objectives and should include outcomes that can be measured immediately and at some point in the future.

In addition, consider evaluating and documenting the process. While the model has been designed to produce a document, the local sex equity plan, the process of developing that product is critical. People's attitudes, knowledge, and skills are enhanced through the assessment, planning, and implementation process.

Decisions about what information to collect and what to evaluate will depend on each particular plan. Involve the local planning team in these considerations. Every program has different goals, objectives, and strategies built into the local equity plan. In determining how to evaluate the local plan consider the following general components:

Collect statistical information. Examine student enrollments and participation in student organizations by male/female involvement. The data collection charts provided in the assessment phase are designed to help look at patterns and to what extent they have changed. While these statistics are an indicator of change, they are only one measure. It is relatively easy to look at present numbers and compare them with figures of five years ago. The same is true for evaluating staffing patterns and advisory/community committee membership. Be sure the patterns are considered as part of a larger whole and not alone. Keep in mind that the complexity of change should be measured by more than just numbers.

Follow up on student and staff surveys. Plan to survey students as they progress in their education. Use the student surveys as a longitudinal tool (i.e., survey the same students as they move through grades 3, 6, 8, 10, and 12). This will help assess changes in the students' vocational equity knowledge and skills and address how effectively equity competencies are being met.

Monitor each equity strategy or activity. What was tried? What was successful? What should be done differently? What additional problems, issues, or needs emerged as a result?

Review the program periodically. Identify a specific time, perhaps annually, when goals, objectives, and timelines are reviewed for progress and reported. Consider how this is best communicated and who should be informed.

Look for similarities. Identify common features among the sex equity assessment and planning process, the equity plan, and other evaluation systems, such as the School Evaluation Consortium (SEC), the School Vocational Evaluation Program (SVEP), curriculum evaluation, and Wisconsin's educational standards. Consider the results and report.

Apply the findings. This might involve actions to improve performance, such as formulating a new set of goals and objectives or selecting an alternative program approach.

Summary

In considering your evaluation plan, evaluate the goals, objectives, and activities of the plan as well as the process. Decide, with the local planning team, how and what will be evaluated as well as how it will be communicated to others. The evaluation should be ongoing and lead directly into the phase of the model providing direction for further planning and action.

Appendixes 14

A. Support Materials

B. Sample Forms

C. Student Career Surveys

D. Staff Surveys

E. Data Collection Charts 1 Through 6

F. Data Tabulation Work Sheets for Student Career Surveys

G. Data Tabulation Work Sheets for Staff Surveys

H. Analysis Guide Sheets

I. Selected Bibliography

Support Materials

The materials in this appendix are designed to serve as masters to be reproduced as overhead transparencies or printed handouts.

Poverty Facts

Source: U.S. Dept. of Labor, January 1985

1. Women represented 61% of all persons age 16 and over whose incomes fell below the poverty level in 1983. (Women make up 53% of the U.S. population.)

2. Seventy-five percent of poor people are women and children.

3. In 1980, the median income for women over age 65 was $4,226.

4. Thirty-five percent of working women age 55 and over fell below the poverty line.

5. Up to one-third of women on welfare work but can't earn enough money to support their families.

6. The number of female-headed households increased by 97% between 1970 and 1980. In 1981, these homes had a poverty rate of 68% for blacks, 67% for Hispanics, and 43% for whites.

From *20 Facts on Working Women*

Source: U.S. Department of Labor, 1988

1. In 1987, 67% of all working women 18 to 64 years of age, or 50.8 million women, were in the civilian labor force, compared with 88% of all men in this group.

2. Women comprised 44.8% of the civilian labor force in 1987. Also, half of all black workers were women; 44.1% of all white workers were women; and 39.5% of all Hispanic workers were women.

3. Women continue to constitute a large proportion of workers in traditionally female occupations. In 1987, women represented 80% of all administrative support (including clerical) workers, but only about 9% of all precision, production, craft, and repair workers. Women were 69% of all retail and personal services sales workers, but only 38% of all executives, managers, and administrators.

4. Most women work because of economic need. The majority of women in the labor force (60%) in March 1987 were single (25%), divorced (12%), widowed (4%), separated (4%), or had husbands whose 1986 earnings were less than $15,000 (15%).

5. Women represented 63% of all persons 16 years old and over with poverty-level incomes in 1986.

6. The more education a woman has, the greater the likelihood she will seek employment. Among women 25 to 54 years of age with 4 or more years of college in March 1987, 82% were in the labor force. Among women of the same age group with less than 4 years of high school, 70% were in the labor force in March 1987.

7. The median income of female high school graduates (with no college) working year round, full time in 1986 was somewhat higher than that of fully employed men who had completed less than 8 years of elementary school—$15,947 and $14,485, respectively. In 1986, women with 4 years of college education had a median income below that of men who had only a high school diploma—$22,412 and $24,701, respectively.

Employment Statistics, 1985

Source: National Commission on Working Women

Occupational segregation is an arbitrary division of the work force into jobs held predominantly by men and those held predominantly by women. Nearly 77 percent of women workers are in female-intensive occupations, which are at the lowest end of the pay scale.

In 1985, women working full time earned only 64¢ to every $1 earned by men, amounting to an annual income gap of $8,430.

Year	Annual Earnings		Women's Earnings as % of Men's
	Women's	Men's	
1955	$ 2,714	$ 4,242	63.9%
1965	3,823	6,375	60.0
1975	7,504	12,758	58.8
1980	11,197	18,612	60.2
1985	15,624	24,195	64.5

In 1985, 77% of all employed women worked in nonprofessional occupations. According to the U.S. Department of Labor, women workers were divided into the following occupational categories:

Managerial and Professional	23.4%
Technicians	3.3
Sales	12.9
Administrative Support, including clerical	29.4
Service	18.5
Craft	2.4
Operatives	9.1
Farm	1.2

Sex-based wage discrimination occurs when wages are based on the worker's sex instead of on the skills required to do the job.	
Occupation	**1985 Median Annual Earnings***
Electrical equipment repairer (92% male)	$25,740
Mail carrier (83% male)	24,232
Registered nurse (98% female)	22,568
Painter (94% male)	15,828
Shipping clerk (75% male)	15,704
Secretary (98% female)	14,508
Pre-K and Kindergarten teacher (99% female)	14,352
Bank teller (98% female)	11,388

1985 Mean Annual Earnings as Percent of White Males' Earnings		
Race/Sex	**Mean Annual Earnings**	**Percent of White Males' Earnings**
White males	$28,159	100.0%
Black males	19,949	70.8
Hispanic males	19,692	69.9
White females	17,256	61.2
Black females	15,459	54.8
Hispanic females	14,576	51.7

Summary of the Wisconsin Model for Sex Equity in Career and Vocational Education

The Purpose of the Model
The Wisconsin Model for Sex Equity in Career and Vocational Education provides a planned, visible, systematic approach to help local school personnel assess, plan for, and infuse sex equity into their district's career and vocational education program.
What Will Be Accomplished
The model presents five phases for addressing sex equity in the local school district. They are: building commitment and direction, assessment, planning, action, and evaluation. These phases provide a planned approach to developing a local vocational equity program.
How This Will Be Accomplished
A planning team, composed mainly of school personnel under the direction of a leader, coordinates and implements the assessment and planning process. The model provides the assistance local planners need to help the district achieve vocational sex equity, yet is flexible enough to accommodate local needs and conditions.
What Materials Are Included
In addition to the easy-to-follow directions, the model provides suggested strategies and activities, examples of activities, informational charts and tables, and reproducible copies of planning forms, student and staff surveys, scoring forms and information, and analysis questions.

Phases of the Wisconsin Model

Phase I: Building Commitment and Direction provides the basis for equity planning, rationale, and mission. It explains the phases, the process of developing an equity program, and how the equity program will work in the local school district. It is important to establish a commitment to equity and understand how the model will help your school achieve vocational equity.

Phase II: Assessment profiles equity in the district by examining enrollment statistics and staffing patterns as well as using student and staff surveys designed to focus on sex equity knowledge and skills. Analysis of the local data guides the planning team to form conclusions and develop needs statements. This is a critical step in building an effective program.

Phase III: Planning uses the analyzed information from the assessment phase to building the local equity plan. Local planners use the needs statements to develop objectives. They then select strategies and activities and form timelines to meet these objectives.

Phase IV: Action implements the local plan. Specific activities selected in the planning phases are implemented, and their progress or success is monitored.

Phase V: Evaluation examines the changes that have occurred. Enrollment changes and results from other efforts are monitored to develop a clear, comprehensive view that demonstrates the program's progress and points out areas that need improvement.

Definition of Sex Equity

Sex equity is fair and just treatment of individuals, which allows them

- **to choose educational programs and careers;**
- **to enter programs and careers according to their needs, informed interests, and abilities; and**
- **to participate fully in and to benefit from those programs without regard to their sex.**

The promotion of sex equity in education programs involves creating an educational environment which helps students free themselves of limiting sex role expectations and fosters preparation for future family and work roles.

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Sex Equity: Long Term Student Outcomes

1. **Assist students in understanding that both men and women work for pay in great numbers, for a long time, and out of economic necessity.**
2. **Assist students in recognizing and neutralizing sex role stereotyping and bias.**
3. **Assist students in exploring the total range of occupational choices including nontraditional, technical, new, and emerging occupations.**
4. **Enhance students' perceptions of self-efficacy, self-confidence, and financial independence.**
5. **Encourage higher achievement in academic areas which act as critical filters, such as mathematics, science, and technology.**
6. **Help students separate masculine and feminine identity from roles and skills that everyone will need.**
7. **Help students develop trusting relationships which will support the work and family partnerships of the future.**

Goals of Sex Equity in Schools

1. **To protect students' right to an equal education free of discrimination on the basis of their sex.**

In Wisconsin, the Pupil Nondiscrimination statute (s. 118.13) protects students on the basis of sex as well as many other protected classifications. The administrative rule (PI 9) for this statute includes bias, stereotyping, and pupil harassment as forms of discrimination.

2. **To help students free themselves from limiting, rigid sex role stereotypes and sex bias.**

3. **To assist students in exploring and participating in a broader range of educational programs and activities leading to**

   A. **greater educational achievement;**
   B. **nontraditional, new and emerging, and technical occupations;**
   C. **higher wage and higher benefit occupations leading to economic self-sufficiency for females; and**
   D. **more satisfying occupations.**

4. **To help students understand, think about, and prepare for a future characterized by change, especially in male and female life roles and relationships and in careers.**

5. **To educate students about personal and social problems that have been caused by rapid social and economic changes, by traditional socialization of males and females, or which affect girls and women disproportionately.**

Barbara Bitters, 1987. Wisconsin Department of Public Instruction.

Evolution of Equity Goals

Period of Beginning	Goals of Equity	Rationale for Equity
Mid-1960s-mid-1970s	Equal opportunity, access and treatment (Eliminate discrimination)	Fairness
Mid-1970s on	Move beyond equal access. Eliminate stereotyping, bias and harassment. (Need for intervention, affirmative steps and infusion of equity)	Changing social and economic conditions. Social costs of inequity.
Mid-1980s on	Equal outcomes of educational programs (Need to restructure schools and develop the curriculum, methods, and support services that students need to succeed)	Educational excellence

Sample Forms

The forms in this appendix were designed to help in the development and implementation of a school district's sex equity program. The samples consist of hand-scoring grids, an assessment planning form, and an equity planning form. They may be reproduced freely.

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Appendix B1

Hand-Scoring Grid

Item:

1.

	Male responses			Female responses		
	3 Agree	2 Unsure	1 Disagree	3 Agree	2 Unsure	1 Disagree
Subtotal =						
Percent =						

Total male responses = ____ Total female responses = ____

Assessment Planning Grid

Directions: The assessment planning grid is provided to help you organize the assessment in your local district. Use the steps discussed in Phase II as a resource to list the activities as they will be conducted. Then indicate possible sources of the information. Determine who will be responsible for each activity and the date it should be completed.

Activity	Possible Sources	Person(s) Responsible	Timeline

Appendix B3

Planning Form

Objective:
Strategies:
Activities:
Student Competencies:
Person(s) Responsible:
Timeline:
Measures of Success:

Student Career Surveys

Directions for Administering Student Equity Career Surveys—All Levels

Introduction. This questionnaire is designed to yield information about students' perceptions and knowledge about vocational equity issues. It contains questions about career equity in four areas: school, work, family, and self-awareness. Surveys for students in grades three, six, eight, ten, and twelve are being administered to groups of students in your school district. The information from these surveys will be used to develop a vocational equity plan for your school district. Note that students in adjacent grades may also respond to the surveys for the above grades. The level of each survey is indicated on the upper right hand corner of the survey's first page.

The needs assessment is part of the Wisconsin Model for Sex Equity for Career and Vocational Education, which emphasizes curriculum development in equity through strategies, programs, and materials already proven effective. It will expand emphasis on equity by developing a network of school personnel expertise in equity issues. By being sensitive to equity issues, administrators, teachers, counselors, and other school staff can build an equitable school environment.

Planning for equity in schools is a major step toward excellence in education. In a rapidly changing society, schools need to provide environments that encourage male and female K-12 students to plan for productive and satisfying lives. It is important to help students understand that women and men work for pay for the same reasons: self-fulfillment and career development, but primarily out of economic necessity. Educators must do more than provide equal access for students. They must plan for equal treatment, achievement, and outcomes.

In a country of 215 million people and a large, diverse work force, it is important that all workers think about all careers for which they are qualified and then plan to prepare for those careers. We need to focus on helping male and female students do this.

This is what the diverse and broad idea of equity is about. Planning for equity is on the agenda for excellence in schools, now and in the future.

Sample Directions. Before distributing the surveys, brief the students as follows:

"This is a survey to find out what your ideas and opinions are concerning careers. You do not have to fill out this survey. Your participation is voluntary. However, the survey is very important, and your opinion would be appreciated. You will NOT be graded on this survey. In fact, you will not even put your name on it."

Now read to the students the directions at the top of the survey. Illustrate possible responses on the chalkboard as you explain. For instance, to eighth graders you might say, "For each statement on the survey, mark whether you agree, disagree, or are not sure. Circle the number 3 if you agree with the statement. Circle 2 if you are unsure, are neutral, or have no opinion. Circle 1 if you disagree with the statement."

Distribute the survey with the following admonition: "Don't do anything with the survey until I tell you what to do." After all the students have a copy of the survey, give them the following directions:

"At the top of the survey, you will see a box labeled 'School Name.' PRINT your school's name in this box. Do NOT put your name on the survey. Now, read the directions silently while I read them aloud. (Read the directions aloud). Give each statement some thought and respond honestly. Are there any questions? (Clarify instructions or give examples as needed.) You may begin."

Student Career Survey

Completion of this survey is voluntary. There are no penalties for not completing it.

School Name

DIRECTIONS: **We would like to know what you think about careers and work. Please help us by answering the following questions. If you agree with the statement, put an "x" in the yes column. If you do not agree, put an "x" in the no column.**

		YES	NO
1.	Being good at math and science will help me be ready for a good job	☐	☐
2.	I think doing well in school will help me get a job when I grow up.	☐	☐
3.	At school, I am encouraged to be good at math	☐	☐
4.	Sometimes at school different things are expected of boys and girls	☐	☐
5.	At school, I am encouraged to be good at reading	☐	☐
6.	Sometimes at school I get the feeling boys and girls are treated differently	☐	☐
7.	The main reason people work is because they need the money they earn	☐	☐
8.	Today, more women are working at paying jobs than in the past	☐	☐
9.	Some jobs pay more than others	☐	☐
10.	I believe I will work at a job or career for most of my life	☐	☐
11.	It is important to me how much money I will earn when I grow up	☐	☐
12.	I think doctors make more money than secretaries	☐	☐
13.	Usually, the pay is the same for jobs men do and jobs women do	☐	☐
14.	I think about becoming a medical doctor when I grow up	☐	☐

		YES	NO
15.	I think about becoming a nurse when I grow up	☐	☐
16.	Today, both boys and girls can grow up to be firefighters	☐	☐
17.	Many women work because they need the money	☐	☐
18.	Many men work because they need the money	☐	☐
19.	Today, more children live in homes with just one parent than in the past	☐	☐
20.	My grandmother works or has worked at a paying job	☐	☐
21.	My family believes it is important that I work at a job when I grow up	☐	☐
22.	I believe that when I grow up both will need to work to pay the bills	☐	☐
23.	It would be okay with my parents if I decided to be a carpenter	☐	☐
24.	It would be okay with my parents if I decided to be a secretary	☐	☐
25.	Doing good work in school is important to me	☐	☐
26.	I feel that I am a leader in my class	☐	☐
27.	I feel boys can do any jobs that girls can do	☐	☐
28.	I feel good about myself	☐	☐
29.	My friends and I talk about what we are going to be when we grow up	☐	☐
30.	People should choose jobs because they are good at that job	☐	☐
31.	I feel girls can do any job that boys can do	☐	☐
32.	I am good at math	☐	☐

33. Check one: ☐ boy ☐ girl

34. Check the grade you are in: ☐ 2nd ☐ 3rd ☐ 4th

7266.C2

Thank you for your time.

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Form 5/6/7

Student Career Surve

Completion of this survey is voluntary. There are no penalties for not completing it.

School Name

DIRECTIONS: We would like to know what you think about careers and work. Please help us by answering the following questions. If you **agree** with the statement, **circle 3**; if you **disagree, circle 1**; if you are **unsure, circle 2**.

		Agree	Unsure	Disagree
School Section				
1.	Math is one of my favorite subjects	3	2	1
2.	Girls often are better at math than boys	3	2	1
3.	Being good at math will help me get a job in the future	3	2	1
4.	In our school, both boys and girls are treated the same	3	2	1
5.	I think my school gives boys and girls the same chances	3	2	1
6.	It is important that girls learn to be leaders	3	2	1
7.	Both boys and girls should be developing math, science, and computer skills	3	2	1
8.	It is important that boys learn to be leaders	3	2	1
9.	Generally, teachers expect the same things of girls and boys.	3	2	1
10.	In school, I am encouraged to do good work in math	3	2	1
11.	In school, I am encouraged to do good work in science	3	2	1
12.	In school, I am encouraged to do good work in reading	3	2	1
13.	Doing good work in school is important to me	3	2	1
Work Section				
14.	In school, we learn about different careers	3	2	1
15.	Men often are paid more than women for doing the same job	3	2	1
16.	Teachers have helped me think about careers	3	2	1
17.	Most women work because they need the money	3	2	1
18.	The amount of money I will make is important to me when I think about careers	3	2	1
19.	It would be okay with me if a man was a nurse	3	2	1
20.	It would be okay with me if a woman was an auto mechanic	3	2	1

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. . . over, please . . .

		Agree	Unsure	Disagree
21.	I would consider becoming a carpenter	3	2	1
22.	I would consider becoming a secretary	3	2	1
23.	Computers and other technology, such as robots, are changing the kind of jobs there will be in the future	3	2	1
24.	I feel the work I do in school is preparing me for jobs of the future	3	2	1
25.	I would consider owning my own business	3	2	1
26.	Boys should be able to have any job	3	2	1
27.	Girls should be able to have any job	3	2	1
28.	Most men work because they need the money	3	2	1
29.	I believe I will work at a paying job most of my life	3	2	1

Family Section

30.	Women work at paid jobs nearly as many years as men	3	2	1
31.	More and more children live in homes with just one parent	3	2	1
32.	I plan to have a job	3	2	1
33.	I plan to have a family and a job	3	2	1
34.	I have learned about different jobs from watching television	3	2	1
35.	My family has helped me plan what I should be when I grow up	3	2	1
36.	In our family, males and females share work at home	3	2	1

Self-Awareness Section

37.	I feel good about myself	3	2	1
38.	I feel that I could be whatever I want to be when I grow up	3	2	1
39.	The way I feel about myself affects how well I do something	3	2	1
40.	I enjoy learning to do new things	3	2	1
41.	My friends and I talk about what we will be when we grow up	3	2	1
42.	The career I choose is important to my parents	3	2	1
43.	My parents would support me in whatever career I choose	3	2	1
44.	I think people should choose careers they think they would be good at	3	2	1

45. Check one: ☐ male ☐ female

46. Check the grade you are in: ☐ 5th ☐ 6th ☐ 7th

7267.C2

Thank you for your time.

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Form 7/8/9

Student Career Survey

Completion of this survey is voluntary. There are no penalties for not completing it.

School Name

DIRECTIONS: We would like to know what you think about careers and work. Please react to the following statements by circling the number that best describes how you feel about each statement.

DEFINITIONS: **Nontraditional careers** are those which were not selected by one sex or the other in the past. For example, a **nontraditional** career for a woman would be an electrician or mechanic. A nontraditional career for a man would be a nurse or secretary.

		Agree	Unsure	Disagree
School Section				
1.	In our school, teachers treat boys and girls the same way	3	2	1
2.	Teachers help me consider many different career choices, including those that are nontraditional	3	2	1
3.	In our school, there are courses that are clearly "boys' courses" and "girls' courses"	3	2	1
4.	Teachers expect the same things from girls and boys	3	2	1
5.	In my classes, boys and girls are placed in separate groups for activities or projects	3	2	1
6.	I believe I have the right to enroll in any course in the school	3	2	1
I will plan my high school classes based on:				
7.	my interests	3	2	1
8.	what I am good at	3	2	1
9.	what classes my friends are taking	3	2	1
10.	what I need for college	3	2	1
11.	what I need for a career	3	2	1
In school, I am encouraged to do good work in:				
12.	math	3	2	1
13.	science	3	2	1
14.	reading	3	2	1
15.	Doing good work in school is important to me	3	2	1
16.	Doing good work in school will help me prepare for a good career	3	2	1
Work Section				
17.	Most women work because they need the money	3	2	1
18.	Most people living below the poverty level are women and their children	3	2	1

7268.C1

...over, please...

		Agree	Unsure	Disagree
19.	Women and men should be trained to get good jobs	3	2	1
20.	Nine out of ten women work for pay sometime during their lives	3	2	1
21.	Most men work because they need the money	3	2	1
22.	Women make up 8 percent (two out of 25) of engineers in the United States	3	2	1
23.	Engineers make an average annual salary of $34,000	3	2	1
24.	Ninety-nine percent of all secretaries are women	3	2	1
25.	Secretaries make an average annual salary of $12,000	3	2	1
26.	Overall, women make 65 cents for every dollar men make	3	2	1
27.	"Women's jobs" and "men's jobs" are becoming a thing of the past	3	2	1

Family Section

28.	More and more children live in homes with just one parent today	3	2	1
29.	I have learned about different careers from watching TV	3	2	1
30.	In our family, males and females share jobs at home	3	2	1
31.	I plan to have a career	3	2	1
32.	I plan to have a family and a career	3	2	1
33.	In most families, both parents work at jobs outside the home	3	2	1

Self-Awareness Section

34.	I would like to find out more about possible careers	3	2	1
35.	The career I choose is important to my parents	3	2	1
36.	I feel good about myself	3	2	1
37.	I feel I could be whatever I want to be when I grow up	3	2	1
38.	The way I feel about myself affects how well I do something	3	2	1
39.	I enjoy learning to do new things	3	2	1
40.	I feel that I am good at many things	3	2	1
41.	My parents would support me in whatever career I choose	3	2	1

The place I would go to get help in planning my career is:

42.	parents	3	2	1
43.	teachers	3	2	1
44.	other people I know	3	2	1
45.	school counselors	3	2	1

46. Check one: ☐ male ☐ female

47. Check the grade you are in: ☐ 7th ☐ 8th ☐ 9th

7268.C2

Thank you for your time.

Form 9/10/11

Student Career Survey

Completion of this survey is voluntary. There are no penalties for noncompletion.

School Name

DIRECTIONS: We would like to know what you think about careers and work. Please react to the following statements by circling the number that best describes how you feel about each statement.

DEFINITIONS: **Nontraditional careers** are those which were not selected by one sex or the other in the past. For example, a **nontraditional** career for a woman would be an electrician or mechanic. A **nontraditional** career for a man would be a nurse or secretary.

		Agree	Unsure	Disagree
School Section				
1.	I have been encouraged to enroll in vocational courses based on my abilities and interests	3	2	1
2.	Women and men in nontraditional careers have come to talk about their jobs to students in our school	3	2	1
3.	I know someone who is in a nontraditional career	3	2	1
4.	Teachers generally treat male and female students the same	3	2	1
5.	Teachers actively encourage me to consider a wide range of career choices, including those that are nontraditional	3	2	1
6.	In our school, there are support groups for students enrolled in nontraditional classes	3	2	1
7.	Teachers expect the same achievement from males and females	3	2	1
8.	Teachers point out examples of stereotyping in textbooks and other materials	3	2	1
9.	My counselor suggests classes I need for my career choice	3	2	1
10.	The counselors maintain up-to-date career information that can be used in making career choices	3	2	1
11.	Counselors have helped me with my career choices	3	2	1
12.	In our school, there are courses that clearly are "boys' courses" and "girls' courses"	3	2	1
13.	Career and vocational courses are designed so the content is appropriate to both males and females	3	2	1
Work Section				
14.	I will work at a paying job most of my life	3	2	1
15.	Sixty percent of the people living below the poverty level are women who are the main source of income for their families	3	2	1
16.	Nine out of ten women work for pay sometime during their lives	3	2	1

7269.C1

... over, please ...

		Agree	Unsure	Disagree
17.	The average woman will work outside the home between 20 to 40 years in her lifetime	3	2	1
18.	Women make up 15 percent (three out of 20) of physicians in the United States	3	2	1
19.	Physicians who work in clinics make an average annual salary of $74,000	3	2	1
20.	Nurses earn an average annual salary of $26,000	3	2	1
21.	Ninety-nine percent of all secretaries are women	3	2	1
22.	Secretaries make an average annual salary of $12,000	3	2	1
23.	On average, women make 65 cents for every dollar men make	3	2	1
24.	"Women's jobs" and "men's jobs" are becoming a thing of the past	3	2	1

Family Section

25.	My parents encourage me to explore different career possibilities	3	2	1
26.	My parents believe the career I choose should pay well	3	2	1
27.	I have learned about different careers from watching TV	3	2	1
28.	I plan to have a career	3	2	1
29.	I plan to have a family and a career	3	2	1
30.	My parents would support me in whatever career I choose	3	2	1

Self-Awareness Section

31.	My future career is important, so I want to start preparing for it now by taking the right classes	3	2	1
32.	Women, as well as men, work to provide for themselves and for their families	3	2	1
33.	I believe I have the right to enroll in any course in our school	3	2	1
34.	I feel good about myself	3	2	1
35.	I view my career primarily as a way to make some extra money	3	2	1
36.	I view my career primarily as something to do before marriage	3	2	1
37.	I view my career primarily as a way to use and develop my abilities	3	2	1
38.	I view my career primarily as a lifetime experience that helps meet economic and psychological needs	3	2	1
39.	I feel I could be whatever I want to be	3	2	1
40.	I feel that I am good at many things	3	2	1

41. Check one: ☐ male ☐ female

42. Check the grade you are in: ☐ 9th ☐ 10th ☐ 11th

7269.C2

Thank you for your time.

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Form 11/12

Student Career Survey

Completion of this survey is voluntary. There are no penalties for noncompletion.

School Name

DIRECTIONS: We would like to know what you think about careers and work. Please react to the following statements by circling the number that best describes how you feel about each statement.

DEFINITIONS: **Nontraditional careers** are those which were not selected by one sex or the other in the past. For example, a **nontraditional** career for a woman would be an electrician or mechanic. A **nontraditional** career for a man would be a nurse or secretary.

		Agree	Unsure	Disagree
School Section				
1.	I am encouraged to take courses that I need for careers of the future	3	2	1
2.	I would like to know more about future career possibilities	3	2	1
3.	Teachers actively encourage me to consider a wide range of career choices, including those that are nontraditional	3	2	1
4.	In our school, there are support groups for students choosing nontraditional careers	3	2	1
5.	The counselor maintains up-to-date career publications that help me make career choices	3	2	1
6.	Some courses in our school are "boys' courses" and some are "girls' courses"	3	2	1
7.	Generally, teachers treat male and female students the same	3	2	1
8.	Teachers pay more attention to boys	3	2	1
9.	Teachers pay more attention to girls	3	2	1
10.	Career and vocational courses are designed so the content is appropriate to both females and males	3	2	1
11.	Teachers expect the same achievement from females and males	3	2	1
Work Section				
12.	Most women work because of economic need	3	2	1
13.	Ninety percent of women work for pay most of their life	3	2	1
14.	Women make up 15 percent (three out of 20) of the physicians in the United States	3	2	1
15.	Physicians who work in clinics earn about $74,000 a year	3	2	1
16.	Nurses earn about $26,000 a year	3	2	1
17.	Women make up 8 percent (two out of 25) of the engineers in the United States	3	2	1
18.	Most men will work for pay most of their lives	3	2	1
19.	Starting annual salary for engineers is $30,000	3	2	1
20.	Ninety-nine percent of all secretaries are women	3	2	1
21.	Secretaries annually earn about $12,000	3	2	1

7270.C1

... over, please ...

		Agree	Unsure	Disagree
22.	Most men work because of economic need	3	2	1
23.	I think it is okay that both women and men are moving into jobs that may not be usual for their sex	3	2	1
24.	"Women's jobs" and "men's jobs" are becoming a thing of the past	3	2	1
25.	I expect to work at a paying job most of my life	3	2	1
26.	Women, as well as men, work to provide for themselves and for their families	3	2	1
27.	I would support a man's choice to be a nurse	3	2	1
28.	I would support a woman's choice to be a carpenter	3	2	1
29.	A person has a legal right to seek any job and may not be refused a job based on his or her sex	3	2	1
30.	I would consider owning my own business	3	2	1

Family Section

31.	Nearly half of single-parent families live in poverty	3	2	1
32.	Six out of ten people in poverty are women who are the main source of income for their families	3	2	1
33.	My parents have helped me explore possible careers	3	2	1
34.	My parents know about job market demands and training required for jobs	3	2	1
35.	I have learned about a wide variety of careers from watching TV	3	2	1

Self-Awareness Section

36.	My friends and I generally have the same kinds of career goals	3	2	1
37.	I plan to have a career	3	2	1
38.	I plan to have a career and a family	3	2	1
39.	I feel good about myself	3	2	1
40.	My parents would support me in whatever career I choose	3	2	1
41.	My male friends would support me in whatever career I choose	3	2	1
42.	My female friends would support me in whatever career I choose	3	2	1
43.	I believe it is important to be independent and economically self-sufficient	3	2	1
44.	I enjoy trying new and different things	3	2	1
45.	I feel I can be whatever I want to be	3	2	1
46.	I am good at making decisions	3	2	1
47.	The way I feel about my abilities affects my willingness to try new things	3	2	1

48. Check one: ☐ male ☐ female

49. Check the grade you are in: ☐ 11th ☐ 12th

Thank you for your time.

7270.C2

Appendix D

Staff Surveys

This section includes three information packets to be distributed among administrators, guidance counselors, and teachers. The packets include a survey description, survey, and information sheet. Data gathered from the surveys will be recorded using worksheets in Appendix G. Recipients should retain the "Strategies for Sex Equity" sheets found at the back of each packet and return only the survey portions.

Administrator Survey

The following survey has been developed for school administrators to assess and plan for an equitable school environment on a district and school level. The survey is designed to be used by superintendents, principals, and others involved in the management of the school.

Sex equity is an important school improvement issue. It is, however, complex and difficult to picture in action. We can examine administrative components which include: policy development, leadership for staff, inservice, enrollment monitoring, scheduling, and community awareness. This survey helps individuals examine how educational equity looks like from an administrator's perspective.

As educators responsible for preparing the next generation, it is imperative that we monitor and analyze the social and economic changes in the lives of women and men in our society. By acknowledging the current conditions and predicting the changes to come, we will be able to anticipate the needs of students who are now in school. We must help students prepare for a future characterized by change in the economy, the world of work, and in society.

Girls need to know that

- whether or not they marry and have children, they will probably be working for pay outside the home for a large part of their lives (30 years on average).
- they will need to support themselves and their families.
- unless they carefully prepare for paid work, they are more likely than males to be limited to low-paying jobs that provide little opportunity for advancement, or they are more likely to be poor and dependent on social service programs.

Boys need to know that

- if they marry, they likely will not be the only person in the family who works for pay outside the home.
- they are likely to share responsibilities in the home for meals, household management, and caring for children.
- sharing work inside and outside the home offers males the opportunity to assume greater career risks, to work in areas that once were stereotyped as appropriate only for females, to enjoy children, to share economic responsibilities, and to develop a shared partnership with a spouse.

All students need to know that

- traditional ideals about work, leadership, and social roles based on sex are unrealistic and are changing; both females and males can assume nearly any role if given adequate preparation and opportunity.
- female and male students should investigate a wide range of opportunities available and should prepare for careers.
- it is their right to receive fair consideration and treatment in school and in employment.

The following survey is designed to identify actions administrators can take to work toward building an equitable school climate. Each item is intended to assess what is currently being done as well as provide a planning guide for what can be done to promote equity. Following the survey, see the "Administrative Strategies for Achieving Sex Equity," which lists specific actions that promote equity. Retain this sheet for your future reference.

Administrator Survey

School/District Name	Title

DIRECTIONS: Listed below are steps which school administrators can take to achieve vocational equity in school programs. For each item circle:

3 if it **has been** or is in the process of being done
2 if this is **in the planning stage**
1 if this **has not** been done, but will be considered.

In the section below each item, please *list* the related actions that have been taken in your district or your school and what changed as a result. Please provide dates of actions and results, if possible.

		has been done	planning stage	not done
1.	Develop and implement a district policy statement on sex equity ...	3	2	1
	List actions taken and resulting changes:			
2.	Develop and implement a K-12 districtwide equity plan	3	2	1
	List actions taken and resulting changes:			
3	Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity	3	2	1
	List actions taken and resulting changes:			
4.	Collect and analyze staffing pattern data by female/male	3	2	1
	List actions taken and resulting changes:			

	has been done	planning stage	not done
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions	3	2	1
6. Actively select men to serve in supportive/nurturing roles	3	2	1

List actions taken and resulting changes:

Ensure that equal employment opportunity is practiced in:

7. development of job descriptions and qualification requirements	3	2	1
8. advertisement	3	2	1
9. employment interviews	3	2	1
10. wages and benefits	3	2	1
11. opportunities for advancement	3	2	1

List actions taken and resulting changes:

12. Assist staff in providing a bias-free environment for students	3	2	1

List actions taken and resulting changes:

13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles	3	2	1

List actions taken and resulting changes:

7271.C2

. . . go to next page . . .

	has been done	planning stage	not done
14. Design the master class schedule to encourage sex-fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class	3	2	1

List actions taken and resulting changes:

15. Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75 percent of one sex	3	2	1

List actions taken and resulting changes:

16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletter, etc.	3	2	1

List actions taken and resulting changes:

17. Ensure compliance with federal and state pupil nondiscrimination requirements	3	2	1

List actions taken and resulting changes:

	has been done	planning stage	not done
The following activities are being used to promote equity:			
18. **required vocational exploratory courses for all students**	3	2	1
19. **student orientation sessions that highlight nontraditional occupations and the training needed for these occupations**	3	2	1
20. **prevocational classes or sessions that orient students to a nontraditional area**	3	2	1
21. **peer support groups for students enrolled and considering enrolling in nontraditional classes**	3	2	1
22. **active encouragement and support by counselors for students interested in nontraditional careers**	3	2	1

23. Please describe the content and duration of any training in sex equity you have had.

24. Check one (please do not omit): ☐ male ☐ female

7271.C4

Thank you for your time.

Retain this sheet for your information. Do not return it with the survey.

Administrative Strategies for Achieving Sex Equity

School administrators can promote equity in several ways. They can

- recognize equity as an important issue and actively plan for it;
- develop and implement sex-equitable policies;
- plan for and support staff development activities related to equity; and
- establish a school climate that promotes excellence in education, including equity for staff, students, parents, and community.

Administrators can use the following strategies to promote sex equity at the district and school level:

1. Identify what already has been done to promote equity in the district and build on those activities.

2. Develop policies, procedures, and guidelines that specifically plan for equity.

3. Establish objectives, activities, and a timeline for activities that increase nontraditional enrollments and staffing patterns.

4. Analyze enrollment and staffing data by sex and by course to identify trends and possible intervention points.

5. Provide inservice programs on equity issues for all staff. These may include topics on current work statistics; family trends; and how to provide for a sex-equitable classroom using appropriate materials, curriculum, language, and beliefs.

6. Offer bias-free classroom technique suggestions in teacher evaluations, especially in courses where enrollments are predominately male or female.

7. Use staff meetings and other staff communication channels to build awareness and support for equity.

8. Actively plan to recruit men and women for nontraditional teaching and administrative positions.

9. Promote sex-equity issues with parents and community members through newsletters, school board members, and advisory meetings.

10. Develop a plan to review classroom, library, and guidance materials for evidence of sex bias and to modify these materials where appropriate. Adopt and use selection criteria for new materials that reflect diversity and equity.

11. Organize curriculum revision projects that redesign program content and activities to make them appropriate for both males and females and to prepare students for expanding and changing roles of women and men.

12. Offer exploratory courses at the upper elementary and middle/junior high school levels to encourage students to explore nontraditional options and familiarize them with language and equipment of the area.

13. Design the master class schedule so it encourages enrollment by males and females in every class, i.e., a traditionally female class is not scheduled at the same time as a traditionally male class.

Guidance Counselor Survey

The following survey has been developed to assist guidance counselors in identifying equity issues and planning for equity in counseling programs. The survey is designed to be used by guidance counselors at the secondary level. However, elementary guidance counselors also may find the survey helpful as many strategies are appropriate for both levels.

Sex equity is an important developmental guidance issue. It often can be difficult to picture it in action. To understand equity within the framework of guidance and counseling, we can look at career exploration, enrollment patterns, recruitment and retention of students, counseling materials, tests, resources, and the role of counselor as an equity advocate. Following are some equity facts to help you as you think about the equity issue.

> *Women work for pay for the same reasons that men work for pay: to meet financial responsibilities, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.*
>
> *Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.*
>
> *Only 7.2 percent of Wisconsin's female students are enrolled in nontraditional vocational courses; the national average is 13.1 percent.*
>
> *From 1970 to 1985, there was a 90 percent increase in households maintained solely by women. Women, as well as men, need to actively plan for their work future.*
>
> *The average level of education for both men and women workers in the United States is 12.7 years. Yet, women working full time are paid an average of 65 cents for every dollar paid to men.*

The following survey items list actions counselors can take to work toward building an equitable school climate. This survey is intended to assess current efforts to provide for equity, to teach counselors what could be done, and to serve as a planning guide for future efforts. There is a "Comments" section following each group of items.

Many equity activities may have been tried in your district. A great deal can be learned both from those that worked and those that did not. For this reason it is important to record the results of activities and revise or continue them. In the "Comments" section, make note of the equity strategies you have tried and their results.

Complete the survey and use its results to determine which areas need to be focused on in building equity into your school's guidance program. Following the survey, "Guidance Counselor Strategies to Achieve Sex Equity" lists specific actions that can be used to promote equity. Please retain this sheet for your future reference.

Guidance Counselor Survey

School Name

It has been shown that guidance counselors are key people in building sex equity programs in schools. What are you doing to promote sex equity in your school? Listed below are some activities and actions that contribute to sex equitable guidance programs. For each item, please circle:

3 if it **has been** or is in the process of being done
2 if this is **in the planning stage**
1 if this **has not** been done.

In the "Comments" sections, *describe* what equity strategies you have tried and how successful they were. Please provide dates, if possible.

Section 1: Career Exploration

		has been done	planning stage	not done
1.	Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests, and need rather than on the basis of their sex	3	2	1
2.	Publicize current information about work force trends to point out the importance of increasing male and female options in career choices	3	2	1
3.	Provide realistic information about students' probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
4.	Encourage young women and men to take courses that lead to economic self-sufficiency	3	2	1
5.	Remind both girls and boys that mathematics and science are required for jobs of the future and that they should include these courses in their schedules	3	2	1
6.	Point out that there is wage inequity by job area (i.e., typically "female jobs" pay lower salaries than typically "male jobs")	3	2	1
7.	Discuss job salaries as they relate to career interest with both female and male students	3	2	1

Nontraditional career options are presented to students on a regular basis through:

8.	preregistration sessions	3	2	1
9.	career fairs	3	2	1
10.	guest speakers	3	2	1
11.	career education materials and activities	3	2	1

Comments *(Describe activities and results)*:

7272.C1

. . . over, please. . .

	has been done	planning stage	not done
Section 2: Enrollment			
12. **Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern)**	3	2	1

Comments *(Describe activities and results)*:

Section 3: Recruitment and Retention of Students			
13. **There is a plan in operation that encourages students to enroll in nontraditional classes**	3	2	1
14. **The school is initiating new and earlier opportunities for students to explore nontraditional options at elementary and middle/junior high levels**	3	2	1
15. **Nontraditional role models—both men and women—are used as speakers for career days, shadowing, mentoring, and classroom instruction**	3	2	1
16. **Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors**	3	2	1

Comments *(Describe activities and results)*:

Section 4: Materials			
17. **Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated**	3	2	1
18. **Career counseling materials are current, reflecting new and emerging and nontraditional occupations**	3	2	1
19. **Find and use materials that show the changing roles of men and women in our society, both in the family and in the workplace**	3	2	1
20. **Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs**	3	2	1

Comments *(Describe activities and results)*:

. . . go to next page. . .

Section 5: Equity Advocate

		has been done	planning stage	not done
21.	Assist in planning staff development activities on equity issues	3	2	1
22.	Model sex-fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests	3	2	1

Comments *(Describe activities and results)*:

23.	Developmental guidance is being implemented in this district	3	2	1

Comments *(Describe activities and results)*:

24. Please describe the content and duration of any training in sex equity you have had.

25. Check one (plase do not omit): ☐ male ☐ female

7272.C3

Thank you for your time.

Retain this sheet for your information. Do not return it with the survey.

Guidance Counselor Strategies for Achieving Sex Equity

Guidance counselors can promote equity in several ways. They can

- recognize equity as an important issue and actively plan for it.
- incorporate equity concepts and actions into the K-12 guidance program.
- provide to teaching staff support materials that promote equitable career planning.

Guidance counselors can use the following strategies to promote sex equity at the school and district level.

1. Identify current strategies within the guidance program that are promoting equity and build on those activities.

2. When students are selecting courses and programs in which to enroll, encourage them to consider their options realistically. Remind them that
   - most men and women will hold paying jobs for most of their lives;
   - most men and women work out of economic need;
   - traditionally female jobs pay less than traditionally male jobs; and
   - even though greater choices are available, many students—especially girls—don't enroll in courses such as mathematics and science, which limits their choices in future coursework and employment.

3. Use career information that expands career choices:
   - materials that promote sex fairness;
   - bias-free language;
   - posters, graphics, displays, and other materials that expand career ideas; and
   - female and minority role models included as speakers on career days.

4. Reprogram computer career information systems to prompt students to explore nontraditional or higher wage and higher benefit occupations.

5. Review interest inventories and other assessment instruments and the interpretation of results for sex bias.

Teaching Staff Survey

This survey has been developed to help teachers assess and plan for a sex-equitable classroom. It is designed to be used by vocational as well as nonvocational K-12 teachers.

Sex equity is an important classroom issue. However, it is often difficult to picture it in action. We can, however, look at equity as it relates to the physical environment, curriculum, language, behavior management, and teacher attention. In this survey, we begin to look at what educational equity looks like in the classroom. Listed below are a few facts about equity to help you as you think about the issue.

> *Women work for pay for the same reasons that men work for pay: to meet financial responsibilities of home and family, to achieve a sense of contribution to society, and to achieve a sense of personal fulfillment.*
>
> *Opportunities for women to meet financial responsibilities and achieve societal and personal goals have been limited by the fact that women have been concentrated in a relatively few, low-paying occupational fields in the labor force. By expanding career choices and emphasizing the reality of job futures, both females and males will approach life work planning more realistically.*
>
> *Only 7.2 percent of Wisconsin's female students are enrolled in nontraditional vocational courses; the national average is 13.1 percent.*
>
> *From 1970 to 1985, there was a 90 percent increase in households maintained only by women. Women, as well as men, need to actively plan for their work futures.*
>
> *The average level of education for both men and women workers in the U.S. is 12.7 years. Yet women working full time are paid an average of 65 cents for every dollar paid to men.*

The following survey items include actions teachers can take to work toward building an equitable classroom climate. This survey is intended to assess current efforts to provide for equity, to teach instructional staff what can be done, and to serve as a planning guide for future efforts.

Following the survey, see "Teacher Strategies for Achieving Sex Equity," which lists specific actions that can be used to promote equity. Retain this sheet for your future reference.

Teaching Staff Survey

School Name	Subject Taught

DIRECTIONS: Listed below are steps that teaching staff can take to achieve sex equity in the classroom. As you respond to the statements, think about your own classroom situation. For each item, please circle:

3 if it **has been** or is in the process of being done
2 if this is **in the planning stage**
1 if this **has not** been done, but will be considered.

In the "Comments" sections, *describe* what equity strategies you have tried and the results.

	has been done	planning stage	not done
Section 1: Curriculum and Materials			
1. Review curriculum, content, activities, and projects for appropriateness to both females and males on a regular basis	3	2	1
2. Eliminate or modify materials or activities that may reinforce bias and stereotyping	3	2	1
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns	3	2	1
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers	3	2	1
5. Reinforce realistic job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families)	3	2	1
6. Use materials that show the changing roles of men and women, both in the workplace and in the family	3	2	1
7. Plan student activities that help female and male students work together more effectively	3	2	1
8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll	3	2	1

Comments *(Describe activities and results)*:

7274.C1

...over, please...

	has been done	planning stage	not done
Classroom Learning Environment			
9. Evaluate teaching behaviors that encourage equity (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males)	3	2	1
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards	3	2	1
11. Incorporate the topics of sex discrimination, stereotyping, and bias into regular course content and discussions whenever possible	3	2	1
12. Help arrange for nontraditional role models—both men and women—to be speakers for career days, shadowing, mentoring, and classroom instruction	3	2	1
13. Involve students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, and media	3	2	1
14. Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting, and homemaking	3	2	1
15. Model sex-fair behavior in actions and words conveying to others the importance of equality	3	2	1

Comments *(Describe activities and results)*:

16. Check one (please do not omit): ☐ male ☐ female

17. On the back of this form, please describe the content and duration of any training in sex equity you have had.

18. Indicate the level(s) at which you are assigned:

- ☐ elementary (K-6)
- ☐ junior high (7-8)
- ☐ senior high (9-12)
- ☐ K-12 specialist

19. Which of the following best describes the area you teach?

- ☐ general (elementary, mathematics, English, physical education, music, etc.)
- ☐ vocational (agriculture education, business education, technology education, etc.)
- ☐ other (special/alternative programs) *(specify)* _____

7274.C2

Thank you for your time.

Retain this sheet for your information. Do not return it with the survey.

Teacher Strategies for Achieving Sex Equity

1. Take the issue of equity seriously; it affects the classroom climate and the learning that occurs there.

2. Plan your classroom to portray sex fairness. Use posters and other visuals that show both males and females in traditional and nontraditional roles and that show males and females working together.

3. Check learning activities for sex fairness. Also plan lessons that focus on increasing students' equity awareness, knowledge, and skills.

4. Use inclusionary language in both written and verbal communication. Encourage students to do the same.

5. Direct class discussion to enable all students to participate. Studies have shown that teachers give more attention to male students, calling on them more frequently, asking them higher-order questions, offering them more assistance, and disciplining them more often.

6. Promote cooperation and integration of boys and girls through activities that help students work together more effectively.

7. Help students understand equity issues and the impact these issues have on their lives.

8. Avoid generalizations and sex stereotypes, i.e., "you drive like a woman."

9. In the classroom, use a variety of examples which portray men and women using a wide range of feelings, interests, skills, and career choices.

10. Encourage both sexes to participate in traditional and nontraditional activities.

11. Examine instructional materials for sex-role stereotyping, sex bias, and sexist language. Discuss and point these out to students.

12. Make a conscious effort to assign boys and girls leadership and support roles on an equitable basis, both within and outside the classroom (i.e., on field trips).

Appendix E

Data Collection Charts

Use the six charts in this appendix to log the statistical information compiled in Component A of the Wisconsin Model. These forms may be reproduced as needed. Be sure to photocopy enough for your needs. If your district already has this information in another format (such as computer printouts) you do not need to transfer the information to these charts.

Appendix E1

Chart 1: Student Enrollment Data by Course Title—Five Years

Date:	Check only one:
Completed By:	☐ agriculture education ☐ technology education ☐ business education ☐ mathematics ☐ health occupations ☐ science ☐ family and consumer education ☐ English ☐ marketing education ☐ other: *Specify* _____
School District:	*Indicate required courses with (R) following course title.*
Circle One: Middle Junior High Sr. High	

Directions: List *all* course titles for the discipline you checked above. List the number (N) and percent (%) of all course enrollments by sex in each course for a five-year period. Total yearly enrollments at the bottom of each column. If you do not have information for the past five years begin with the current school year (base year), or the year you began collecting information. Base year is current year; BY minus 1 is the year prior to the base year. Label the year in the space provided. Photocopy this form and add additional pages as needed.

List all Course Titles	Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
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N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Total Yearly Enrollment: Transfer this line to Chart 2															

Appendix E2

Chart 2: Student Enrollment Data by Discipline—Five Years

School District:	Date:
Circle One: Middle Junior High Sr. High	Completed By:

Directions: Transfer totals from Chart 1, recording enrollments by discipline as listed below.

Total Enrollment By Discipline		Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
		Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Total District Enrollment	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Agriculture Education	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Business Education	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Computer Science	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
English	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Health Occupations	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Family and Consumer Education	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Marketing Education	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Mathematics	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Science	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Technology Education	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Other: *Specify*	N / %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

Chart 3: Student Organization Membership—Five Years

School District:	Date:
Circle One: Middle Junior High Senior High	Completed By:

Directions: List student organizations in your school. Include vocational, math, and science student organizations. For each organization, list the total membership number (N) and percent (%) by sex for a five-year period.

Name of Student Organization		Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
		Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
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	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															

Appendix E4

Chart 4: Staffing Pattern Data by School—Five Years

School District:	Date:
Circle One: Elementary Middle Junior High Senior High	Completed By:

Directions: List the number (N) and percent (%) of all staff by sex in each discipline for a five-year period. If you have low staff turnover consider recording data for every other year. Add additional pages as necessary.

Teaching Staff by Discipline		Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
		Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Agriculture Education	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Business Education	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Computer Science	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
English	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Health Occupations	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Family and Consumer Education	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Marketing Education	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Mathematics	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Science	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Technology Education	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Other: *Specify*	N %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

Appendix E4

Chart 4: Staffing Pattern Data by School

Administrative, Pupil Services, and Support Staff		Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
		Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
School administrators by title; i.e., principal, assistant---principal, LVEC	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
Pupil services staff by title; i.e., guidance counselor, nurse, school psychologist	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
School support staff by title, i.e., clerical, janitorial, food service*	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															
	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
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	N	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
	%															

*See information on DPI form PI-1289, District Support Staff, submitted annually.

Appendix E5

Chart 5: Staffing Pattern Data by District—Five Years

School District:	Date:
	Completed By:

Directions: List staff titles under the appropriate category. For each title list the total number in that position, then by male and female and percent for a five-year period. You may wish to record data less frequently if staff turnover is low. Attach additional sheets as needed.

Administrative, Pupil Services, and Support Staff		Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
		Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
List District Administrators by title, i.e., Superintendent, Curriculum Coordinator	N															
	%															
	N															
	%															
	N															
	%															
	N															
	%															
District Pupil Services Staff by title, i.e., Math Coordinator, Chapter 1 Coordinator	N															
	%															
	N															
	%															
	N															
	%															
District Level Support Staff by title, i.e., Clerical Staff, Maintenance Staff	N															
	%															
	N															
	%															
	N															
	%															

Chart 6: Advisory Committee Membership—Five Years

School District	Date:
If School Committee Circle One: Elementary Middle Junior High Senior High	Completed By:

Directions: Fill in **either** Section A or Section B. If you have a general all-school Vocational Advisory Committee which includes all vocational areas, fill in Section A. If you have an Advisory Committee for each vocational discipline, fill in Section B. In Section C, include other Advisory Committees functioning in your school. List the number (N) and percent (%) of all members by sex in each committee for a five-year period. You may wish to complete data for every other year if there is little change in the committee membership.

Fill in A or B		Base Year:			BY minus 1:			BY minus 2:			BY minus 3:			BY minus 4:		
		Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N	Total N	Male N	Female N
		%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
SECTION A:																
Vocational Advisory Committee (include all vocational areas)	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
SECTION B:																
Vocational Advisory Committee (by specific vocational discipline)	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Agriculture Education	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Business Education	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Health Occupations	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Family and Consumer Education	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Marketing Education	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Technology Education	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
SECTION C:																
Other Advisory/Program Improvement Committees	N --- %	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

Appendix F

Data Tabulation Work Sheets for Student Career Surveys

The five sets of work sheets in this appendix are to be used to record the responses from the student career surveys. Each set corresponds to a particular survey. They may be reproduced as needed. Be sure to photocopy enough for your needs. Follow the directions provided on the work sheets.

Appendix F1

Data Tabulation Work Sheet for Student Career Survey 2/3/4

Directions: This form tabulates data compiled from student career survey 2/3/4. For each item, enter the percentage of yes and no responses for the total group, for males, and for females.

Total No. = _____ No. of Males = _____ % of Males = _____ No. of Females = _____ % of Females = _____

Key: 1 = Yes
2 = No

	N/% of Omits	Total (%)		Male (%)		Female (%)	
		Yes	No	Yes	No	Yes	No
1. Being good at math and science will help me be ready for a good job							
2. I think doing well in school will help me get a job when I grow up							
3. At school, I am encouraged to be good at math							
4. Sometimes at school different things are expected of boys and girls							
5. At school, I am encouraged to be good at reading							
6. Sometimes at school I get the feeling boys and girls are treated differently							
7. The main reason people work is because they need the money they earn							
8. Today, more women are working at paying jobs than in the past							
9. Some jobs pay more than others							
10. I believe I will work at a job or career for most of my life							

7266.C1

Data Tabulation Work Sheet for Student Career Survey 2/3/4

	N/% of Omits	Total (%)		Male (%)		Female (%)	
		Yes	No	Yes	No	Yes	No
11. It is important to me how much money I will earn when I grow up							
12. I think doctors make more money than secretaries							
13. Usually, the pay is the same for jobs men do and jobs women do							
14. I think about becoming a medical doctor when I grow up							
15. I think about becoming a nurse when I grow up							
16. Today, both boys and girls can grow up to be firefighters							
17. Many women work because they need the money							
18. Many men work because they need the money							
19. Today, more children live in homes with just one parent than in the past							
20. My grandmother works or has worked at a paying job							
21. My family believes it is important that I work at a job when I grow up							

Appendix F1 (continued)

Data Tabulation Work Sheet for Student Career Survey 2/3/4

	N/% of Omits	Total (%)		Male (%)		Female (%)	
		Yes	No	Yes	No	Yes	No
22. I believe that when I grow up both husband and wife will need to work to pay the bills							
23. It would be okay with my parents if I decided to be a carpenter							
24. It would be okay with my parents if I decided to be a secretary							
25. Doing good work in school is important to me							
26. I feel that I am a leader in my class							
27. I feel boys can do any jobs that girls can do							
28. I feel good about myself							
29. My friends and I talk about what we are going to be when we grow up							
30. People should choose jobs because they are good at that job							
31. I feel girls can do any job that boys can do							
32. I am good at math							

7266.C3

Appendix F2

Data Tabulation Work Sheet for Student Career Survey 5/6/7

Directions: This form is tabulates data compiled from student career survey 5/6/7. For each item, enter the percentage of yes and no responses for the total group, for males, and for females.

Total No. = _____ No. of Males = _____ No. of Females = _____

% of Males = _____ % of Females = _____

Key: 1 = Disagree
2 = Unsure
3 = Agree

School Section	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
1. Math is one of my favorite subjects										
2. Girls often are better at math than boys										
3. Being good at math will help me get a job in the future										
4. In our school, both boys and girls are treated the same										
5. I think my school gives boys and girls the same chances										
6. It is important that girls learn to be leaders										
7. Both boys and girls should be developing math, science, and computer skills										
8. It is important that boys learn to be leaders										
9. Generally, teachers expect the same things of girls and boys										

Data Tabulation Work Sheet for Student Career Survey 5/6/7

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
10. In school, I am encouraged to do good work in math										
11. In school, I am encouraged to do good work in science										
12. In school, I am encouraged to do good work in reading										
13. Doing good work in school is important to me										
Work Section										
14. In school, we learn about different careers										
15. Men often are paid more than women for doing the same job										
16. Teachers have helped me think about careers										
17. Most women work because they need the money										
18. The amount of money I will make is important to me when I think about careers										
19. It would be okay with me if a man was a nurse										
20. It would be okay with me if a woman was an auto mechanic										

Data Tabulation Work Sheet for Student Career Survey 5/6/7

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
21. I would consider becoming a carpenter										
22. I would consider becoming a secretary										
23. Computers and other technology, such as robots, are changing the kind of jobs there will be in the future										
24. I feel the work I do in school is preparing me for jobs of the future										
25. I would consider owning my own business										
26. Boys should be able to have any job										
27. Girls should be able to have any job										
28. Most men work because they need the money										
29. I believe I will work at a paying job most of my life										
Family Section										
30. Women work at paid jobs nearly as many years as men										

Data Tabulation Work Sheet for Student Career Survey 5/6/7

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
31. More and more children live in homes with just one parent today										
32. I plan to have a job										
33. I plan to have a family and a job										
34. I have learned about different jobs from watching television										
35. My family has helped me plan what I should be when I grow up										
36. In our family, males and females share work at home										
Self-Awareness Section										
37. I feel good about myself										
38. I feel that I could be whatever I want to be when I grow up										
39. The way I feel about myself affects how well I do something										
40. I enjoy learning to do new things										
41. My friends and I talk about what we will be when we grow up										

Data Tabulation Work Sheet for Student Career Survey 5/6/7

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
42. The career I choose is important to my parents										
43. My parents would support me in whatever career I choose										
44. I think people should choose careers they think they would be good at										

7267.C5

Appendix F3

Data Tabulation Work Sheet for Student Career Survey 7/8/9

Directions: This form tabulates data compiled from student career survey 7/8/9. For each item, enter the percentage of yes and no responses for the total group, for males, and for females.

Total No. = _____ No. of Males = _____ No. of Females = _____
% of Males = _____ % of Females = _____

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
School Section										
1. In our school, teachers treat boys and girls the same way										
2. Teachers help me consider many different career choices, including those that are nontraditional										
3. In our school, there are courses that are clearly "boys' courses" and "girls' courses"										
4. Teachers expect the same things from girls and boys										
5. In my classes, boys and girls are placed in separate groups for activities or projects										
6. I believe I have the right to enroll in any course in the school										
I will plan my high school classes based on:										
7. my interests										
8. what I am good at										

Data Tabulation Work Sheet for Student Career Survey 7/8/9

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
9. what classes my friends are taking										
10. what I need for college										
11. what I need for a career										
In school I am encouraged to do good work in:										
12. math										
13. science										
14. reading										
15. Doing good work in school is important to me										
16. Doing good work in school will help me prepare for a good career										
Work Section										
17. Most women work because they need the money										
18. Most people living below the poverty level are women and their children										

Data Tabulation Work Sheet for Student Career Survey 7/8/9

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
19. Women and men should be trained to get good jobs										
20. Nine out of ten women work for pay sometime during their lives										
21. Most men work because they need the money										
22. Women make up 8 percent (two out of 25) of engineers in the United States										
23. Engineers make an average annual salary of $34,000										
24. Ninety-nine percent of all secretaries are women										
25. Secretaries make an average annual salary of $12,000										
26. Overall, women make 65 cents for every dollar men make										
27. "Women's jobs" and "men's jobs" are becoming a thing of the past										
Family Section										
28. More and more children live in homes with just one parent today										

Data Tabulation Work Sheet for Student Career Survey 7/8/9

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
29. I have learned about different careers from watching TV										
30. In our family, males and females share jobs at home										
31. I plan to have a career										
32. I plan to have a family and a career										
33. In most families, both parents work at jobs outside the home										
Self-Awareness Section										
34. I would like to find out more about possible careers										
35. The career I choose is important to my parents										
36. I feel good about myself										
37. I feel I could be whatever I want to be when I grow up										
38. The way I feel about myself affects how well I do something										
39. I enjoy learning to do new things										

Appendix F3 (continued)

Data Tabulation Work Sheet for Student Career Survey 7/8/9

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
40. I feel that I am good at many things										
41. My parents would support me in whatever career I choose										
The place I would go to get the help in planning my career is:										
42. parents										
43. teachers										
44. other people I know										
45. school counselors										

7268.C5

Appendix F4

Data Tabulation Work Sheet for Student Career Survey 9/10/11

Directions: This form tabulates data compiled from student career survey 9/10/11. For each item, enter the percentage of yes and no responses for the total group, for males, and for females.

Total No. = _____ No. of Males = _____ No. of Females = _____
% of Males = _____ % of Females = _____

Key: 1 = Disagree
2 = Unsure
3 = Agree

School Section	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
1. I have been encouraged to enroll in vocational courses based on my abilities and interests										
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school										
3. I know someone who is in a nontraditional career										
4. Teachers generally treat male and female students the same										
5. Teachers actively encourage me to consider a wide range of career choices, including those that are nontraditional										
6. In our school, there are support groups for students enrolled in nontraditional classes										
7. Teachers expect the same achievement from males and females										

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7269.C1

Data Tabulation Work Sheet for Student Career Survey 9/10/11

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
8. Teachers point out examples of stereotyping in textbooks and other materials										
9. My counselor suggests classes I need for my career choice										
10. The counselors maintain up-to-date career information that can be used in making career choices										
11. Counselors have helped me with my career choices										
12. In our school, there are courses that clearly are "boys' courses" and "girls' courses"										
13. Career and vocational courses are designed so the content is appropriate to both males and females										
Work Section										
14. I will work at a paying job most of my life										
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families										
16. Nine out of ten women work for pay sometime during their lives										

7269.C2

Data Tabulation Work Sheet for Student Career Survey 9/10/11

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
17. The average woman will work outside the home between 20 to 40 years in her lifetime										
18. Women make up 15 percent (three out of 20) of the physicians in the United States										
19. Physicians who work in clinics make an average annual salary of $74,000										
20. Nurses earn an average annual salary of $26,000										
21. Ninety-nine percent of all secretaries are women										
22. Secretaries make an average annual salary of $12,000										
23. On average, women make 65 cents for every dollar men make										
24. "Women's jobs" and "men's jobs" are becoming a thing of the past										
Family Section										
25. My parents encourage me to explore different career possibilities										
26. My parents believe the career I choose should pay well										

Data Tabulation Work Sheet for Student Career Survey 9/10/11

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
27. I have learned about different careers from watching TV										
28. I plan to have a career										
29. I plan to have a family and a career										
30. My parents would support me in whatever career I choose										
Self-Awareness										
31. My future career is important, so I want to start preparing for it now by taking the right classes										
32. Women, as well as men, work to provide for themselves and for their families										
33. I believe I have the right to enroll in any course in our school										
34. I feel good about myself										
35. I view my career primarily as a way to make some extra money										
36. I view my career primarily as something to do before marriage										

Data Tabulation Work Sheet for Student Career Survey 9/10/11

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
37. I view my career primarily as a way to use and develop my abilities										
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs										
39. I feel I could be whatever I want to be										
40. I feel that I am good at many things										

Appendix F5

Data Tabulation Work Sheet for Student Career Survey 11/12

Directions: This form tabulates data compiled from student career survey 11/12. For each item, enter the percentage of yes and no responses for the total group, for males, and for females.

Total No. = _____ No. of Males = _____ % of Males = _____ No. of Females = _____ % of Females = _____

Key: 1 = Disagree
2 = Unsure
3 = Agree

School Section	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
1. I am encouraged to take courses that I need for careers of the future										
2. I would like to know more about future career possibilities										
3. Teachers actively encourage me to consider a wide range of career choices, including those that are nontraditional										
4. In our school, there are support groups for students choosing nontraditional careers										
5. The counselor maintains up-do-date career publications that help me make career choices										
6. Some courses in our school are "boys' courses" and some are "girls' courses"										
7. Generally, teachers treat male and female students the same										
8. Teachers pay more attention to boys										

7270.C1

Data Tabulation Work Sheet for Student Career Survey 11/12

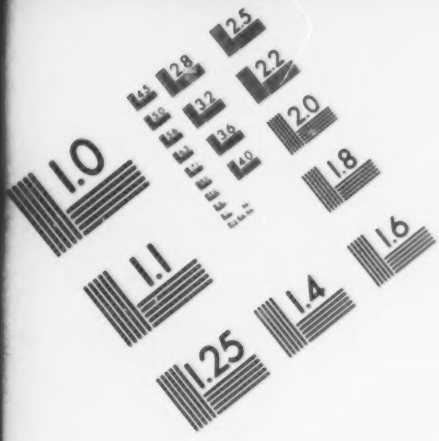
Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
9. Teachers pay more attention to girls										
10. Career and vocational courses are designed so the content is appropriate to both females and males										
11. Teachers expect the same achievement from females and males										
Work Section										
12. Most women work because of economic need										
13. Ninety percent of women work for pay most of their life										
14. Women make up 15 percent (three out of 20) of the physicians in the United States										
15. Physicians who work in clinics earn about $74,000 a year										
16. Nurses earn about $26, 000 a year										
17. Women make up 8 percent (two out of 25) of the engineers in the United States										
18. Most men will work for pay most of their lives										

Data Tabulation Work Sheet for Student Career Survey 11/12

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
19. Starting annual salary for engineers is $30,000										
20. Ninety-nine percent of all secretaries are women										
21. Secretaries annually earn about $12,000										
22. Most men work because of economic need										
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex										
24. "Women's jobs" and "men's jobs" are becoming a thing of the past										
25. I expect to work at a paying job most of my life										
26. Women, as well as men, work to provide for themselves and for their families										
27. I would support a man's choice to be a nurse										
28. I would support a woman's choice to be a carpenter										



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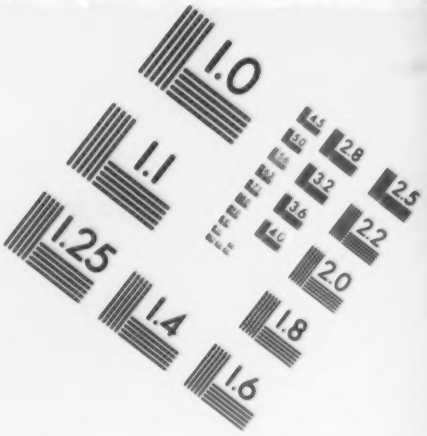

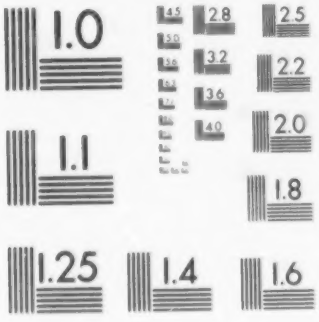

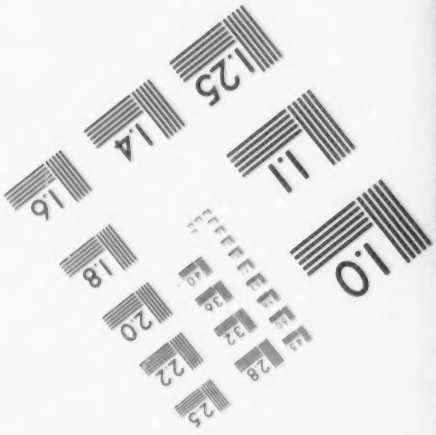

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Appendix F5 (continued)

Data Tabulation Work Sheet for Student Career Survey 11/12

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
29. A person has a legal right to seek any job and may not be refused a job based on his or her sex										
30. I would consider owning my own business										
Family Secton										
31. Nearly half of single-parent families live in poverty										
32. Six out of ten people in poverty are women who are the main source of income for their families										
33. My parents have helped me explore possible careers										
34. My parents know about job market demands and training required for jobs										
35. I have learned about a wide variety of careers from watching TV										
Self-Awareness Section										
36. My friends and I generally have the same kinds of career goals										
37. I plan to have a career										

Data Tabulation Work Sheet for Student Career Survey 11/12

Key: 1 = Disagree
2 = Unsure
3 = Agree

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		D	U	A	D	U	A	D	U	A
38. I plan to have a career and a family										
39. I feel good about myself										
40. My parents would support me in whatever career I choose										
41. My male friends would support me in whatever career I choose										
42. My female friends would support me in whatever career I choose										
43. I believe it is important to be independent and economically self-sufficient										
44. I enjoy trying new and different things										
45. I feel I can be whatever I want to be										
46. I am good at making decisions										
47. The way I feel about my abilities affects my willingness to try new things										

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Appendix G

Data Tabulation Work Sheets for Staff Surveys

The three sets of work sheets in this appendix are to be used to record the responses from the staff surveys in Appendix D. Each set corresponds to a particular survey. They may be reproduced as needed. No key has been provided for the open-ended question about sex equity training. For this item, tally those who have had sex equity training and those who haven't. Then examine the duration of this training. Use this information both to help you contextualize the data from staff surveys and to help generate sex equity training needs for your district.

Data Tabulation Work Sheet for Administrator Survey

Directions: This form is designed to be used with data compiled from the administrator surveys in Appendix D. For each item, enter the percentage for each of the possible responses for the total group, then by male and female. Tally and summarize responses to question 23 on a separate sheet.

Total No. = _____ No. of Males = _____ No. of Females = _____
% of Males = _____ % of Females = _____

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
1. Develop and implement a district policy statement on sex equity										
List actions taken and resulting changes:										
2. Develop and implement a K-12 districtwide equity plan										
List actions taken and resulting changes:										
3. Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity										
List actions taken and resulting changes:										
4. Collect and analyze staffing pattern data by female/male										
List actions taken and resulting changes:										

Data Tabulation Work Sheet for Administrator Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
5. Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions										
List actions taken and resulting changes:										
6. Actively select men to serve in supportive/nurturing roles										
List actions taken and resulting changes:										
Ensure that equal employment opportunity is practiced in:										
7. development of job descriptions and qualification requirements										
8. advertisement										
9. employment interviews										
10. wages and benefits										
11. opportunities for advancement										
List actions taken and resulting changes:										

Data Tabulation Work Sheet for Administrator Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
12. Assist staff in providing a bias-free environment for students ..... List actions taken and resulting changes:										
13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles ..... List actions taken and resulting changes:										
14. Design the master class schedule to encourage sex-fair enrollment patterns. For example, try to avoid scheduling a traditionally female class at the same time as a traditionally male class ..... List actions taken and resulting changes:										
15. Monitor class enrollments, paying particular attention to any class and program enrolling more than 75 percent of one sex ..... List actions taken and resulting changes:										

Appendix G1 (continued)

Data Tabulati ork Sheet for Administrator Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc.										
List actions taken and resulting changes:										
17. Ensure compliance with federal and state pupil nondiscrimination requirements										
List actions taken and resulting changes:										
The following activities are being used to promote equity:										
18. required vocational exploratory courses for all students										
19. student orientation sessions that highlight nontraditional occupations and the training needed for these occupations										
20. prevocational classes or sessions that orient students to a nontraditional area										
21. peer support groups for students enrolled and considering enrolling in nontraditional classes										
22. active encouragement and support by counselors for students interested in nontraditional careers										

Data Tabulation Work Sheet for Guidance Counselor Survey

Directions: This form is designed to be used with data compiled from the guidance counselor surveys in Appendix D. For each item, enter the percentage for each of the three possible responses for the total group, then by male and female. Tally and summarize responses to question 24 on a separate sheet.

Total No. = _____ No. of Males = _____ % of Males = _____ No. of Females = _____ % of Females = _____

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

Section 1: Career Exploration	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
1. Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests, and values rather than on the basis of their sex										
2. Publicize current information about work force trends to point out the importance of increasing male and female options in career choices										
3. Provide realistic information about students' probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families)										
4. Encourage young women and men to take courses that lead to economic self-sufficiency										
5. Remind both girls and boys that mathematics and science are required for jobs of the future and that they should include these courses in their schedules										
6. Point out that there is wage inequity by job area (i.e., typically "female jobs" pay lower salaries than typically "male jobs")										

Data Tabulation Work Sheet for Guidance Counselor Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
7. Discuss job salaries as they relate to career interest with both female and male students										
Nontraditional career options are presented to students on a regular basis through:										
8. preregistration sessions										
9. career fairs										
10. guest speakers										
11. career education materials/activities										

Comments (Describe activities and results):

Section 2: Enrollment

12. Enrollment statistics are collected and analyzed by course and program to determine patterns in male/female enrollments. (More than 75 percent enrollment of one sex is considered an area of concern)										

Comments (Describe activities and results):

Data Tabulation Work Sheet for Guidance Counselor Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total			Male			Female		
		1	2	3	1	2	3	1	2	3
Section 3: Recruitment and Retention of Students										
13. There is a plan in operation that encourages students to enroll in nontraditional classes										
14. The school is initiating new and earlier opportunities for students to explore nontraditional options at elementary and middle/junior high levels										
15. Nontraditional role models—both men and women—are used as speakers for career days, shadowing, mentoring, and classroom instruction										
16. Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors										
Comments (Describe activities and results):										
Section 4: Materials										
17. Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated										
18. Career counseling materials are current, reflecting new and emerging and nontraditional occupations										

Data Tabulation Work Sheet for Guidance Counselor Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
19. Find and use materials that show the changing roles of men and women in our society, both in the family and in the workplace										
20. Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs										

Comments (Describe activities and results):

Section 5: Equity Advocate

21. Assist in planning staff development activities on equity issues										
22. Model sex-fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interest										

Comments (Describe activities and results):

23. Developmental guidance is being implemented in this district										

Comments (Describe activities and results):

Data Tabulation Work Sheet for Teaching Staff Survey

Directions: This form is designed to be used with data compiled from the teaching staff surveys in Appendix D. For each item, enter the percentage for each of the three possible responses for the total group, then by male and female. Tally and summarize responses to question 17 on a separate sheet.

Total No. = _____ No. of Males = _____ % of Males = _____ No. of Females = _____ % ofd Females = _____

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

Section 1: Curriculum and Materials	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
1. Review curriculum, content, activities, and projects for appropriateness to both females and males										
2. Eliminate or modify those materials or activities that may reinforce bias and stereotyping										
3. Collect and analyze enrollment statistics by course and program to determine female/male enrollment patterns										
4. Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers										
5. Reinforce realistic job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families)										
6. Use materials that show the changing roles of men and women, both in the workplace and in the family										

Data Tabulation Work Sheet for Teaching Staff Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
7. Plan student activities that help female and male students work together more effectively										
8. Design course information materials such as brochures, course descriptions, and handouts to encourage both females and males to enroll										

Comments (Describe activities and results):

Section 2: Classroom Learning Environment

9. Evaluate teaching behaviors that encourage equity (e.g., nonsexist language, discipline, and reinforcement as well as equal attention to females and males)										
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards										
11. Incorporate the topics of sex discrimination, stereotyping, and bias into regular course content and discussions whenever possible										
12. Help arrange for nontraditional role models—both men and women—to be speakers for career days, shadowing, mentoring, and classroom instruction										

Data Tabulation Work Sheet for Teaching Staff Survey

Key: 1 = this has not been done but will be considered
2 = this is in the planning stage
3 = it has been or is in the process of being done

	N/% of Omits	Total (%)			Male (%)			Female (%)		
		1	2	3	1	2	3	1	2	3
13. Involves students in identifying examples of sex discrimination, stereotyping, and bias in textbooks, curriculum materials, and media										
14. Assist both boys and girls in recognizing that it is very likely their adults roles will include work, parenting, and homemaking										
15. Model sex-fair behavior in actions and words that convey to others the importance of equality										

Comments (Describe activities and results):

	Total	
	N	%
16. Check one: (1) male		
(2) female		

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Data Tabulation Work Sheet for Teaching Staff Survey

	Total		Males		Females	
	N	%	N	%	N	%
17. Indicate the level(s) at which you are assigned:						
(1) elementary (K-6)						
(2) junior high (7-8)						
(3) senior high (9-12)						
(4) K-12 specialist						
18. Which of the following best describes the area you teach:						
(1) General (elementary, mathematics, English, physical education, music, etc.)						
(2) Vocational (agriculture education, business education, technology education, etc.)						
(3) other (special/alternative programs) (specify) _____						

Analysis Guide Sheets

The analysis guide sheets in this appendix are designed to help you interpret the numbers that you logged into the data collection forms in Appendix E and the data tabulation work sheets in Appendixes F and G.

Follow the directions on each sheet, analyzing and highlighting data, drawing and recording conclusions, and generating needs statements.

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Appendix H1

Analysis Guide Sheet #1

This guide sheet is for use with data collection charts 1 (Student Enrollment by Course, Appendix E1), 2 (Student Enrollment by Discipline, Appendix E2), and 3 (Student Organization Membership, Appendix E3).

Analyzing Enrollment Data

The following questions provide guidelines for analyzing enrollment patterns. Make a copy of data collection charts 1 through 3. On the copy, highlight items of particular significance using the following questions.

- How do course enrollments by male/female compare with total school enrollment by male/female? Also, compare course enrollments with male/female enrollment in each grade.
- Which courses have enrollments of more than 75 percent of one sex? Also, compare male/female enrollments between entry-level and advanced courses.
- Are discipline enrollments by male/female representative of overall school male/female enrollment?
- In which discipline(s) are the enrollments more than 75 percent of one sex?
- What are the male/female enrollment trends over the past five-year period (or the period of time that you have data for)? Have they changed? Remained the same?
- What are the male/female membership trends in student organizations? Which organizations have a membership comprised of more than 75 percent of one sex?
- Compare your school's/district's enrollment patterns with statewide data.

Criteria for Determining Needs

Use the enrollment to identify potential areas of need in your school. In an equitable school, male/female enrollments in courses and discipline areas should reflect

- the same proportions as the overall male/female enrollment in the school. For example, if the total school enrollment is 48 percent male and 52 percent female, individual course enrollments should reflect that balance.
- not more than 75 percent of one sex in any class or discipline.
- a growth toward balance in male/female enrollment patterns. For example, if the enrollment in technology education five years ago was 2 percent female, that figure should grow over time.
- equitable enrollments in both entry-level and advanced courses.

Course enrollments refer to individual courses, such as keyboarding.
Discipline enrollments refer to all the courses in one discipline, such as business education.

Draw Conclusions

Use the forms in Appendix H4 to record your conclusions and generate needs statements.

Analysis Guide Sheet #2

This guide sheet is for use with data collection charts 4 (Staffing Patterns by School, Appendix E4) and 5 (Staffing Patterns by District, Appendix E5).

Staffing Profile

The following questions provide guidelines for analyzing staffing patterns. Make a copy of data collection charts 4 and 5. On the copy, highlight the items of particular significance.

- Are staffing patterns segregated by sex? What positions do the majority of females hold in the district? The majority of males?
- Identify which disciplines or job categories have a disproportionate number of either males or females.
- Staff members act as role models for their students. What messages are being sent to students in your district about role modeling by staff members?
- What are the male/female staffing trends over the past five-year period (or the period of time you have data for)?

Criteria for Determining Needs

In an equitable school, staffing patterns should reflect

- both men and women in leadership roles, with growth shown in the female (or under-represented) leadership role over time.
- both men and women in staff support positions, such as male and female clerical workers and male and female maintenance staff.
- both men and women in a wide variety of jobs, providing a visible role model of equity for students.
- employment practices that encourage equal male/female staffing patterns, rather than practices that perpetuate male/female segregation by job category.

Draw Conclusions

Use the forms in Appendix H4 to record your conclusions and generate needs statements.

Analysis Guide Sheet #3

This guide sheet is for use with Data Collection Chart 6 (Advisory Committee Membership, Appendix E6).

Advisory Committee Membership

The following questions provide guidelines for analyzing advisory committee membership. Make a copy of data collection chart 6 and highlight items of particular significance.

- Do advisory committees represent both males and females?
- Do advisory committees reflect changes in the labor market?
- What has been the trend in advisory committee membership by male/female over the past five-year period (or the period of time for which you have data)?
- Do your programs promote expanding career choices by encouraging advisory committee membership that represents those employed in nontraditional occupations?

Criteria for Determining Needs

In an equitable school, advisory committee membership should

- reflect current employment and labor market trends and include males and females employed in nontraditional areas.
- have a balanced number of males and females.
- serves as an example to students, especially in nontraditional occupational areas for both men and women.

Draw Conclusions

Use the forms in Appendix H4 to record your conclusions and generate needs statements.

Conclusions and Needs Statements from Analysis Guide Sheets 1-3

Draw conclusions based on the responses to the guideline questions in analysis guide sheets 1 through 3. Then determine appropriate needs statements from each conclusion. For example:

Conclusion	Needs Statements
Student enrollments are highly segregated by sex in the discipline areas of technology education and family and consumer education.	There is a need to balance male/female enrollment in technology education and family and consumer education.
The are no female administrators in our school; there is only one in our district.	There is a need to work toward balancing the male/female staffing pattern at the administrative level.

Conclusions and needs grids appears on the following page. Be sure to photocopy enough for your needs.

Conclusions and Needs Statements from Analysis Guide Sheets 1-3

Check one:

- ☐ **Results of Analysis Guide Sheet 1**
- ☐ **Results of Analysis Guide Sheet 2**
- ☐ **Results of Analysis Guide Sheet 3**

Conclusion	Needs Statements

Analysis Guide Sheet #4

This guide sheet, in conjunction with the attached research summary, is for use with student career surveys 2/3/4, 5/6/7, 7/8/9, 9/10/11, and 11/12 in Appendix C.

There are four basic steps involved in using Analysis Guide Sheet #4.

1. First, review the research summary below to familiarize yourself with how students' responses may reflect national research trends.
2. Analyze student student survey responses using the criteria listed below.
3. Review the student competencies on page 38 to assist in determining "what should be."
4. Develop conclusion statements (see samples below) and record them for each grade level using the forms provided in Appendix H6.

Criteria for Analyzing All Student Survey Responses

Analyze the data on the data tabulation sheets in Appendix F for each group of student surveys by grade. For example, analyze all third grade surveys together, all sixth grade ones, etc.

- Examine differences in male and female responses and response patterns.
- Determine how realistic students' answers are.
- Conclude how student responses reflect the equity research discussed in the research summary.

Keep a clean copy of the original data tables; make as many photocopies as you need.

The following criteria will help you examine the student survey data. *Highlight* an item if there is

- a ten to 20 percent difference in male and female responses;
- a significant number of identical responses to a statement;
- a high level of agreement or disagreement in responses;
- a high level of unsure responses; or
- an opposite response pattern for males and females (e.g., a high number of males agree and a high number of females disagree).

Sample Conclusion Statements

Draw tentative conclusions based on the items you have highlighted in accordance with the criteria listed above.

School. For example, more third-grade girls felt encouraged to be good at mathematics, but more boys than girls felt they were good at math. One conclusion might be that although girls often feel encouraged and comfortable in school, boys are "taught" that they are more competent.

In an another example, 39 percent of the girls and 23 percent of the boys in the sixth grade agreed with the statement, "It is important that girls learn to be leaders." However, one-third of both groups disagreed. One conclusion may be that both males and females have biases and stereotypes about female leaders; that is, that females shouldn't and can't be leaders. Needs statements to address this conclusion may include that students need to see role models who are leaders and female, and females in class need to be encouraged to be leaders.

Work. In one sample, 70 percent of sixth graders agreed with the statement, "The amount of money I will make is important to me when thinking about my career." However, this percentage breaks down differently along gender lines: 78 percent of the males and 63 percent of the females agreed.

One conclusion that might be drawn is that pay levels for work are not as important to females as they are to males. Another conclusion is that females are not making the necessary connection between economic self-sufficiency and career selection or are continuing to believe they are going to be taken care of and will not need to work at the same pay level as males.

Family. For example, 67 percent of the boys and girls and only 55 percent of the girls in the 12th grade agreed that their parents had helped them explore possible careers.

Several conclusions are possible. Females may perceive that their search for a career is not important to their parents. Career-planning encouragement may be lacking overall. Or, parents may be helping to perpetuate the myth that daughters don't need to plan for a career because they will be taken care of.

Self-awareness. In response to the item "My future career is important, so I want to start preparing for it now by taking the right classes," 92 percent of females and 89 percent of males agreed. Responding to "I would like to have help in planning my career," 82 percent of females agreed but only 74 percent of males.

One conclusion is that females may be well aware of their career future and recognize the need for help in this area.

Research Summary

School. (Use these statements with the *school* section questions on the student surveys.) Research on male/female differences in educational achievement shows the following.

- Girls start out ahead of boys in speaking, reading, and counting. In the early grades, their academic performance is equal to that of boys in mathematics and science. However, as they progress through school, their achievement tests scores show significant decline. Boys' achievement test scores, on the other hand, continue to rise and eventually reach and surpass those of their female counterparts, particularly in mathematics and science.
- In spite of performance decline on standardized achievement tests, girls frequently receive better grades in school. This may be one of the rewards they receive for being more quiet and docile in the classroom than boys are. However, this compliance may be at the cost of independence and self-reliance.
- Although girls achieve better grades than boys do, they are less likely to believe that they can do college work. In fact, of the brightest high school graduates who do not go on to college, 70 to 90 percent are women.
- Girls who are gifted in mathematics are far less likely to be identified than are gifted boys. Girls who are identified as gifted are far less likely to participate in special or accelerated mathematics classes to develop this special talent.
- Girls with learning disabilities are less likely to be identified or to participate in special education programs than are boys with learning disabilities.
- Boys are far more likely than girls to be identified as exhibiting learning disabilities, reading problems, and mental retardation.
- Learned helplessness exists when failure is perceived as insurmountable. Girls are more likely than boys to exhibit this pattern. They attribute failure to internal factors, such as ability, rather than to external factors, such as luck or effort. Boys tend to attribute failure to external factors.

Girls who exhibit learned helplessness tend to avoid failure situations: they stop trying. Research indicates that teacher-student interaction patterns may contribute to the learned helplessness female students exhibit.

- By high school, young women demonstrate a decline in career commitment. This decline is related to their feeling that males disapprove of a female's using her intelligence.
- Females are more likely to enroll in elective English, reading, and communications classes and males more often enroll in elective science and mathematics. By failing to enroll in science and

mathematics courses, especially at the advanced level, females reduce their occupational opportunities in fields related to these critical filters areas.

There exists "historical" sex bias, stereotyping, and discrimination in schools. In the recent past there were

- separate courses for males and females;
- separate graduation requirements; and
- reinforcement of traditional male/female roles through
  - —extracurricular activities,
  - —teacher-student interactions,
  - —student-student interactions,
  - —instructional materials,
  - —staffing patterns,
  - —career and vocational education,
  - —differential treatment of males and females, and
  - —curriculum content.

Schools need to focus more on education for employment knowledge and skills, with special emphasis on nontraditional occupations and sex fairness.

Work. (Use these statements with the *work* section questions on the student surveys.) Research has shown there is a gap between myth and reality of work force facts which leads both female and male students to underestimate

- the number of years females will work for pay;
- the importance of higher wage, higher benefit jobs for females; and
- females' sole or contributory role to economic self-sufficiency.

There is occupational segregation by job category.

- More than one-third of the disparity in earnings between men and women is attributable to sex segregation by job type.
- Currently, about half of all men work in jobs with a workforce of 80 to 100 percent men. The same holds true for women: about half work in jobs primarily employing women.

In preparing for careers

- there is a lack of acceptance of nontraditional careers.
- it is more acceptable for females to select or prepare for a male-oriented career than for a male to prepare for a female-oriented career. Both males and females devalue traditional female occupations.
- 86 percent of both males and females indicate they would like to know more about future career possibilities.

There is a lack of knowledge about equal employment laws and benefits. The preparation and counseling girls receive in school contribute to the economic penalties they encounter in the workplace.

Although over 90 percent of the females in classrooms will work in the paid labor force for all or part of their lives, the following statistics reveal the cost of the bias that they encounter.

- More than one-third of families headed by women live below the poverty level.
- A woman with a college degree will typically earn less than a man who is a high school dropout.
- The typical working woman will earn 65 cents for every dollar earned by a male worker.
- A majority of women work because of economic necessity, not for "extra" cash. Nearly two-thirds of all women in the labor force are single, widowed, divorced, separated, or are married to spouses earning less than $15,000 per year.

Family. (Use these statements with the *family* section questions on the student surveys.) Both males and females have unrealistic views of family roles by holding traditional views that do not reflect current work force participation. For example, both males and females will likely have both a family and a career.

We know that families teach gender roles and can encourage or discourage the future generation's career paths.

However, there is a general lack of knowledge of family trends and facts.

- Most women work because of economic need. Nearly two-thirds of all women in the labor force in March, 1985, were either single (25 percent), divorced (12 percent), widowed (5 percent), separated (4 percent), or had husbands whose earnings were less than $15,000 (17 percent).
- Women represented 61 percent of all persons 16 years and over who had incomes below the poverty level in 1984.
- In 60 percent of the married couples with children under 18, both parents work for pay.
- The number of one-parent households increased by 175 percent between 1960 and 1983. The number of households increased by 58 percent in that time.

Families are key influences in promoting ideas about work and family and in planning for a career or exploring career choices.

Students report that television and other media provide career information through current programs. Consider "The Cosby Show," with two professional parents, or other shows where there are single parents raising children. It is important to point out where these portrayals may be realistic or not.

Self-Awareness. (Use these statements with the *self-awareness* questions on the student surveys.) Self-esteem is directly related to confidence.

- Females achieve higher grades, but are less likely than males to believe they can do college work.
- Learned helplessness exists when failure is perceived as insurmountable.
- Girls tend to attribute failure to internal factors, such as ability, rather than to external factors, such as luck or effort. Boys tend to attribute failure to external factors and success to internal factors. Girls who exhibit learned helplessness avoid failure situations: they stop trying. Teacher-student interaction patterns may contribute to the learned helplessness that female students exhibit.
- Society socializes boys into an active, independent, and aggressive role. However, this behavior is not congruent with school norms, rules, or expectations that stress quiet, docile behavior. This results in a role conflict for boys and in boys being identified more often for behavior problems.
- Males build career expectations beyond their abilities, while females build career expectations below their abilities. The result is compromise, disappointment, and poverty.

Sex role stereotyping produces negative outcomes.

- There is evidence of more pressure among males to conform to the masculine stereotype earlier in life than for females to conform to the feminine stereotype.
- It appears to be more difficult for males than females to unlearn stereotyped behaviors.
- Generally, males are encouraged to be competitive, aggressive, independent, and physically strong; females are discouraged from exhibiting the same characteristics.
- Generally, it is acceptable for females to express fears, anxieties, weaknesses, affections, or tenderness. It usually is unacceptable for males to express such feelings.
- There have been differences in the past between male and female perceptions of leadership ability, independence, economic self-sufficiency, decision making, and risk taking.
- Stereotyping of occupations exists in career choice and career purpose.

Sources

Farris, Charlotte. *Expanding Adolescent Role Expectations: Information, Activities, Resources for Vocational Educators*. Cornell University, Project MOVE, 1978.

Sadker, Myra Pollack and David Miller Sadker. "Cost of Sex Bias in Schools: The Report Card" in *Sex Equity Handbook for Schools*. New York, NY: 1982.

"Women's Work, Men's Work: Sex Segregation on the Job." Washington, DC: National Research Council, National Academy of Sciences, 1986.

Wisconsin Department of Public Instruction/University of Wisconsin-Stout Gender Equity Survey Data Base, 1986. Unpublished data.

Appendix H6

Analysis Guide Sheet #4

These reproducible worksheets are provided for each grade level (2/3/4, etc.) surveyed. They can also be used to summarize trends across grade levels. At the top of each sheet, fill in the grade level(s) whose data you are analyzing. Be sure to photocopy enough sheets for your needs.

After generating conclusions and needs statements for each grade level, observe and compare them. What trends do you see? How do response patterns vary from grade to grade? Use the same sheets to summarize these overall trends.

Sample statement appear below.

Conclusions	Needs Statements
School About two-thirds of all students feel different activities are expected of boys and girls.	Assess school environment for equitable activities for males and females.

Analysis Guide Sheet #4—Conclusions and Needs Statements

Grade _____

Using the highlighted items from each section in the student survey, draw conclusions and determine need statements for each conclusion.

Conclusions	**Needs Statements**
School	
Work	

Analysis Guide Sheet #4—Conclusions and Needs Statements

Grade ____

Using the flagged items from each section in the student survey, draw conclusions and determine need statements for each conclusion.

Conclusions	Needs Statements
Family	
Self-Awareness	

Analysis Guide Sheet #5

Use this analysis guide sheet to interpret the staff surveys in Appendix G for administrators, guidance counselors, and teaching staff. Provide conclusions and needs statement forms for each.

Analyzing Data from Staff Surveys

Analyze each group of staff surveys. Examine all administrator surveys together, all teaching staff together, and all guidance counselor surveys together. Make a copy of each set of staff survey data, highlighting significant items.

- Note differences in male and female responses within a job category, such as the teaching staff.
- Note differences in male and female responses between job categories, such as between guidance counselors and teaching staff.
- Correlate staff responses with student survey responses (for example: staff members responding that males and females are being equally encouraged, while female students respond that they are more encouraged in school.)
- Look at what has been done and what needs to be done.
- Look at specific training or lack of training staff have received.

Drawing Conclusions

Based on staff responses, draw conclusions and determine appropriate needs statements. Attached additional pages as needed.

Analysis Guide Sheet #5—Conclusions and Needs Statements for Staff

Check one:

- ☐ **Administrators**
- ☐ **Guidance Counselors**
- ☐ **Teachers**

Conclusion	Need Statement

Selected Bibliography

These materials will provide an introduction to sex equity in education. For more specific and topical information, supplement these with the Resources sections following each chapter of this book.

Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Challenges: A Young Man's Journal for Self-Awareness and Personal Planning*. Santa Barbara, CA: Advocacy Press, 1984.

_____. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning*. Santa Barbara, CA: Advocacy Press, 1983.

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